

# 2011 State Teacher Policy Yearbook

## National Summary



National Council on Teacher Quality

## Acknowledgments

### STATES

State education agencies remain our most important partners in this effort, and their gracious cooperation has helped to ensure the factual accuracy of the final product. Every state formally received a draft of the *Yearbook* in July 2011 for comment and correction; states also received a final draft of their reports a month prior to release. All but one state responded to our inquiries. While states do not always agree with the recommendations, their willingness to acknowledge the imperfections of their teacher policies is an important first step toward reform.

We also thank the many state pension boards that reviewed our drafts and responded to our inquiries.

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Figure A

	Overall State Grade 2011	Overall State Grade 2009	Progress Ranking 2009-2011
Florida	B	C	9
Oklahoma	B-	D+	13
Rhode Island	B-	D	5
Tennessee	B-	C-	16
Indiana	C+	D	1
Michigan	C+	D-	3
Ohio	C+	D+	11
Arkansas	C	C-	25
Colorado	C	D+	12
Delaware	C	D	6
Georgia	C	C-	23
Illinois	C	D+	4
Massachusetts	C	D+	13
New York	C	D+	13
Alabama	C-	C-	19
Connecticut	C-	D+	25
Louisiana	C-	C-	20
Minnesota	C-	D-	2
Nevada	C-	D-	7
South Carolina	C-	C-	41
Texas	C-	C-	36
Utah	C-	D	9
Washington	C-	D+	25
Arizona	D+	D+	20
California	D+	D+	51
Idaho	D+	D-	8
Kentucky	D+	D+	41
Maryland	D+	D	17
Mississippi	D+	D+	47
New Jersey	D+	D+	36
New Mexico	D+	D+	39
North Carolina	D+	D+	32
Pennsylvania	D+	D	18
Virginia	D+	D+	41
West Virginia	D+	D+	41
Alaska	D	D	47
District of Columbia	D	D-	25
Iowa	D	D	23
Kansas	D	D-	31
Missouri	D	D	47
North Dakota	D	D-	34
South Dakota	D	D	38
Wisconsin	D	D	41
Wyoming	D	D-	20
Hawaii	D-	D-	32
Maine	D-	F	34
Nebraska	D-	D-	39
New Hampshire	D-	D-	25
Oregon	D-	D-	25
Vermont	D-	F	46
Montana	F	F	47

## Executive Summary

### 2011 State Teacher Policy Yearbook National Report

The year 2011 was no ordinary year for teacher policy. In fact, it was a year like no other chronicled by the National Council on Teacher Quality's (NCTQ) *State Teacher Policy Yearbook*. This fifth annual edition of the Yearbook documents more changes in state teacher policy than NCTQ has seen in any of its previous top-to-bottom reviews of the laws and regulations governing the teaching profession in the 50 states and the District of Columbia.

Florida, Oklahoma, Rhode Island and Tennessee lead the nation on teacher quality policy.

In this report and in the 51 companion state volumes (all of which are available for download at [www.nctq.org/stpy](http://www.nctq.org/stpy)), NCTQ once again presents the most detailed analysis available of each state's performance against and progress toward a set of

36 specific, research-based teacher policy goals aimed at helping states build a comprehensive policy framework in support of teacher effectiveness.

The 2011 *State Teacher Policy Yearbook* is a full encyclopedia of teacher policy in the United States, totaling more than 8,000 pages of analysis and recommendations in individualized state reports.

States receive an overall grade for their teacher quality policies based on five "sub-grades" in each of five core organizing goal areas: 1) Delivering well-prepared teachers, 2) Expanding the pool of teachers, 3) Identifying effective teachers, 4) Retaining effective teachers and 5) Exiting ineffective teachers.

The state grades, along with detailed analyses of state progress goal-by-goal, give readers a clear picture of state efforts to ensure an effective teacher in every classroom through the policies they set for teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions and dismissal.

## Executive Summary: Key Findings

 **New state policies for identifying effective teachers and exiting ineffective ones contributed to the highest *Yearbook* grades NCTQ has given to date. Florida, Oklahoma, Rhode Island and Tennessee lead the nation on teacher quality policy.**

For 2011, **Florida** received the highest overall teacher policy grade with a B, and three other states – **Oklahoma, Rhode Island** and **Tennessee** – earned B minuses. Three additional states received grades of C+: **Indiana, Michigan** and **Ohio**. Together, these seven states have earned the highest teacher quality grades in *Yearbook* history, a marked improvement over 2009, when the highest grade received by any state was a C, and Florida was the only state to earn that grade.

This year four states received top grades in one of the *Yearbook*'s five teacher quality goal areas: **Rhode Island** received an A- for its policy efforts to identify effective teachers; and **Colorado, Illinois** and **Oklahoma** each earned an A for their solid policy approaches to exiting ineffective teachers.

**Figure B**  
*Average State Grades on Teacher Policy for 2011*

Area 1 Delivering Well-Prepared Teachers	D
Area 2 Expanding the Teaching Pool	C-
Area 3 Identifying Effective Teachers	D+
Area 4 Retaining Effective Teachers	C-
Area 5 Exiting Ineffective Teachers	D+
<b>Average Overall Grade</b>	<b>D+</b>

**Figure C**

*States with the Most Progress on Teacher Policy Since 2009*

Rank	
1	Indiana
2	Minnesota
3	Michigan
4	Illinois
5	Rhode Island
6	Delaware
7	Nevada
8	Idaho
9 (tie)	Florida
9 (tie)	Utah

Overall, 28 state grades improved in 2011 over state performance in 2009. **Indiana, Minnesota, Michigan, Illinois** and **Rhode Island** demonstrated the most progress on state teacher policy for 2011. In particular, **Indiana** and **Minnesota** showed progress not only on teacher evaluation but also on improving teacher preparation policy. Across a total of 36 policy goals, each of the top five states made progress on 10 or more goals.

 **But dramatic progress isn't the only story of 2011. Many states still have a long way to go, including some states that made no teacher policy progress at all.**

**Alaska, California, Mississippi, Missouri** and **Montana** have made no progress on their teacher policies since 2009. Ranked last among all of the states, California posted progress on not a single one of the 36 teacher policy goals included in the *Yearbook* and showed declining progress in four of them.

Figure D  
*States with the Least Progress on Teacher Policy Since 2009*

Rank	
51	California
47	Alaska
47	Mississippi
47	Missouri
47	Montana

→ **There has been a sea of change in teacher evaluations, with unprecedented efforts across the states to adopt policies that use student achievement as a significant criterion in measuring teacher effectiveness.**

Just about half of all states (24) have adopted policies to consider classroom effectiveness – as indicated by objective measures of student achievement such as value-added or growth data – as a part of how teacher performance is evaluated. In 12 of those states, student achievement/growth is required to be the preponderant criterion in teacher evaluations.

Just two years earlier, in 2009, fully 35 states did not, even by the kindest of definitions, require teacher evaluations to include any measures of student learning. Only four states could be said to use student achievement as the preponderant criterion in how teacher performance was assessed, again, using even a generous interpretation.

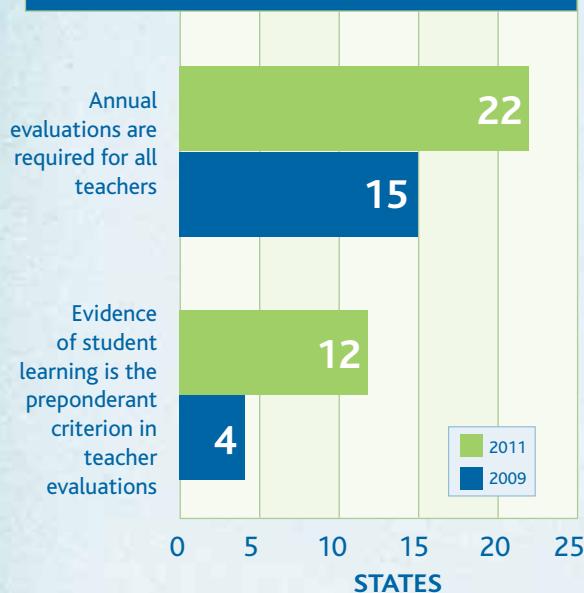
The move to rethink how to evaluate a teacher's performance and explicitly tie assessments of teacher performance to student achievement marks an important shift in thinking about teacher quality. The demand for "highly qualified" teachers is slowly but surely being replaced by a call for highly effective teachers. This change is significant because policymaking around improving teacher quality to date has focused almost exclusively on a teacher's qualifications – i.e., teacher credentials, majors, degrees and licensing. Those criteria would be all well and good if they were associated with positive gains in student learning. Unfortunately, by and large, they are not.

The policy changes are also significant because a host of reform-minded efforts for increasing teacher effectiveness turn on the critical need to be able to evaluate teacher performance reliably and consistently with clear criteria that include measures of how well teachers move students forward academically.

Figure E  
*Yearbook Goals with the Most State Progress*

Goal	States Making Progress
3B: Evaluation of Effectiveness	26
3A: State Data Systems	17
5C: Dismissal for Poor Performance	16
5B: Consequences for Unsatisfactory Evaluations	15
3D: Tenure	15

Figure F  
*Advances In State Teacher Evaluation Policy*



→ A new era in teaching has begun in which performance evaluation will no longer be regarded as simply a formality and teacher effectiveness in the classroom will become a matter of consequence.

Disregard for performance in education has bred massive dysfunction with disastrous consequences for the health of the teaching profession and for student achievement, especially for students most in need of effective teachers. But there are signs of real policy advances on this front, with an increasing number of states taking steps to tie teacher evaluation results to significant employment decisions.

Thirteen states now specify, either through dismissal or evaluation policy, that ineffectiveness in the classroom can lead to teacher dismissal. States also are beginning to rec-

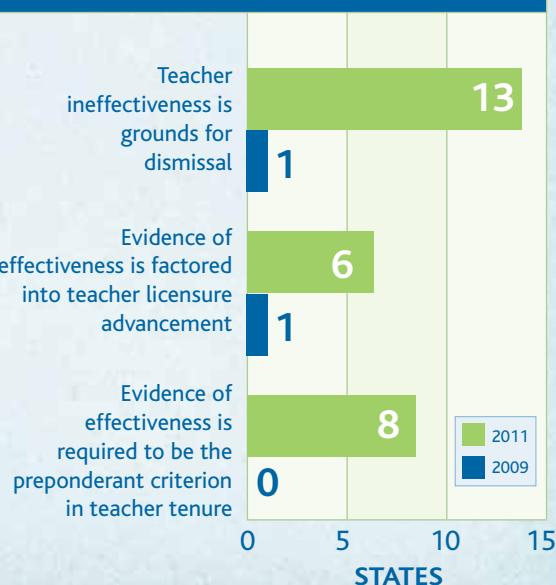
ognize tenure as more than a mere formality. Twelve states showed progress toward weighing a teacher's effectiveness in the classroom, not just his or her time on the job, in deciding whether to grant a teacher permanent status.

While it is still the case that the vast majority of states – 39 in all – still award tenure virtually automatically, the landscape is clearly changing. In 2009, not a single state awarded tenure based primarily on teacher effectiveness; now eight states require that the performance of a teacher's students be central to deciding whether that teacher is awarded tenure.

Three states – **Florida, Indiana, and Michigan** – have adopted policies requiring that teacher performance be factored into the salary schedules for all teachers. Overall, 24 states (up from 19 in 2009) support some kind of performance pay.

Naysayers argue that these trends in teacher evaluation policy are just the latest version of

Figure G  
*Tying Teacher Evaluation Results to Consequences*



teacher-bashing, employing punitive consequences that not only will fail to improve teacher effectiveness but also will lower the esteem of the teaching profession and demoralize teachers. They also argue that evaluating teacher effectiveness based on student growth and achievement holds both good and bad teachers responsible for a set of outcomes that neither a good teacher nor a bad teacher can control.

But the defense of the status quo on teacher evaluation – where almost all teachers are rated effective and little or no meaningful information about teacher practice is gained from the teacher evaluation process – is to argue that teachers do not make a difference, a stance that a solid body of evidence clearly refutes. Effective teachers matter a great deal, and ineffective teachers may matter even more. State policies that take this fact seriously are positioning states and districts to make more informed and salient decisions about their teacher workforces.

 **States still have a long way to go to harness the potentially rich information that evaluations of teacher effectiveness can provide and to use it for a host of policies that could improve teaching practice.**

Although 24 states require teachers to receive feedback on their performance evaluations – either written or in person from evaluators – 16 states have no policy whatsoever about what should be done with teacher evaluation results. This finding provides telling evidence of how little relevance the teacher evaluation process has had for teacher practice in too many states and districts.

Moreover, just 12 states that explicitly require the results of teacher evaluations to be used to shape professional development offerings. Five other states specify the same but only in cases where teachers receive poor evaluations. This is an unfortunate missed opportunity for using all teacher evaluation results, good and bad, to better classroom practice.

 **The Yearbook includes numerous teacher policy goals that would be furthered a great deal if coupled with state efforts to measure teacher effectiveness.**

For example, this year NCTQ added a new goal examining state policies for student teaching, which serves as a capstone experience for nearly 200,000 teacher candidates each year. While 42 states require some student teaching experience before teaching candidates are assigned to their own classrooms, only two states require that the “cooperating” teacher to whom a student teacher is assigned is chosen based on some measure of that teacher’s effectiveness.

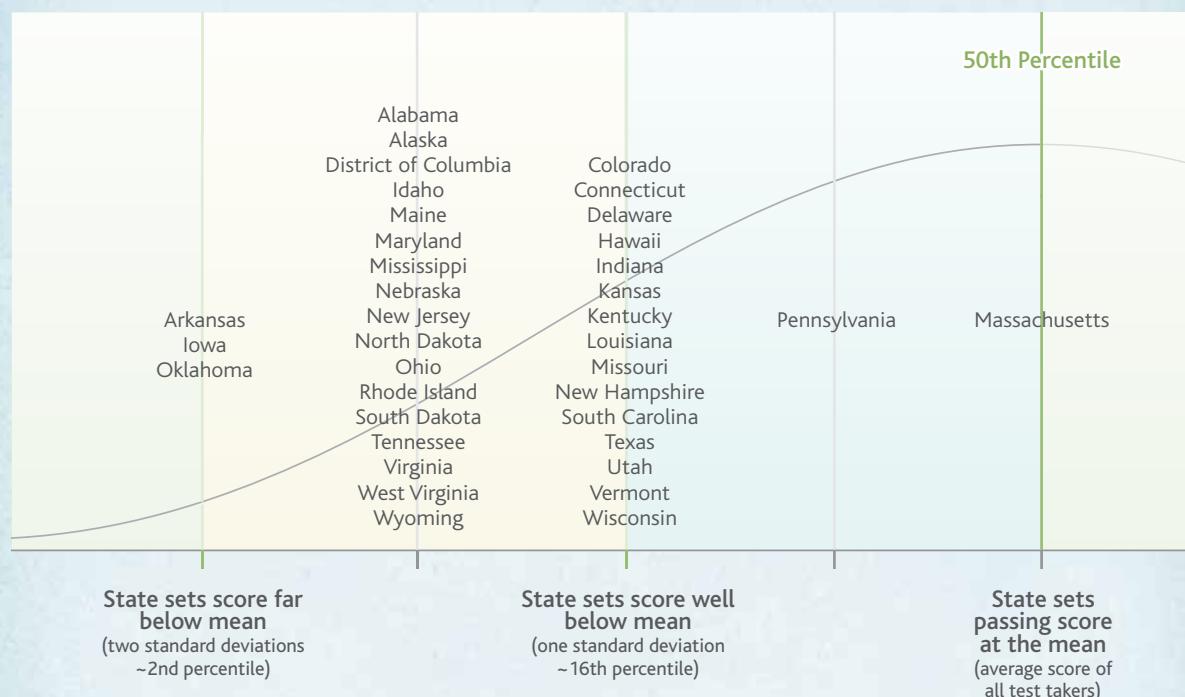
How states shape policies around reductions in force is also included as a new *Yearbook* goal

this year, and it illustrates another missed opportunity to link teacher effectiveness information to other relevant policies. Reductions in force, or layoffs, are decisions still too often based on factors other than teacher effectiveness. Currently only 11 states require districts to consider teacher performance, not just seniority, in making decisions about layoffs.

 **Only 11 states require teacher performance to be a factor in layoff decisions.**

Figure H

*Where do states set the passing score on elementary content licensure tests?*<sup>1</sup>



1 Based on the most recent technical data that could be obtained; data not available for Arizona, California, Florida, Georgia, Illinois, Michigan, Minnesota, New Mexico, New York, North Carolina, Oregon and Washington. Montana and Nebraska do not require a content test. Colorado score is for Praxis II, not PLACE. Indiana, Maryland, Nevada, South Carolina and Utah now require new Praxis tests for which the technical data are not yet available; analysis is based on previously required test.

While states have made progress on evaluating the effectiveness of their existing teacher workforce, they've done much less to ensure the quality of teachers entering the profession.

Neglect of teacher preparation results in a kind of policy mismatch, with states increasingly investing in after-the-fact appraisals of teachers already in the classroom without attending to some of the most important (and efficient) ways they could improve teacher quality on the front end. This could be accomplished, for example, by raising standards for entry into the profession, providing teaching candidates with the skills and knowledge they need to be suc-

cessful and demanding that all teachers demonstrate their knowledge on rigorous content exams.

On raising the bar for teacher quality at the point of entry into teaching, state policy is dramatically lax.

Basic skills tests, which typically assess middle school-level skills and were originally offered as a minimal screening mechanism to weed weak candidates out of teacher preparation programs, are instead used by 20 states as the standard for conferring teaching licenses. Another 10 states do not require teachers to pass any basic skills assessments at all.

Yet even the tests used for admission to teacher preparation programs by most states are inher-

ently flawed. In addition to their low level of rigor, the tests used by nearly all states are normed only to the prospective teacher population rather than the general college-bound population. In order to improve the selectivity of teacher preparation programs—a key feature in countries that consistently outperform the United States on international comparisons—it is important to know that prospective teachers are selected from, for example, the top half of college-bound students and not just the top half of those who wish to be teachers. At present, **Texas** is the only state that uses such a generally normed test of academic proficiency for admission to its teacher preparation programs.

When it comes to ensuring that teacher candidates have mastered core content knowl-

### Just 9 states have an adequate test in reading instruction.

edge as they exit preparation programs and seek teaching licenses, the picture is even more disheartening. The majority of states (32) have no requirements for assessing teacher proficiency in the science of reading. Just nine states require an adequate assessment of these skills, although that is more than twice the number that had such a test in the first edition of the *Yearbook* in 2007.

Just two states – **Indiana** and **Massachusetts** – require adequate mathematics preparation for aspiring elementary school teachers, and **Massachusetts** is the only state with a rigorous and appropriate test of the mathematics content elementary teachers need to know.

Even among states that require specific subject matter tests for teacher licensing, states often verify only that teachers meet a general passing score, allowing teachers with an extreme weakness in a particular subject to pass if

he or she can compensate in other areas. To make matters worse, the passing scores set by states for teacher licensing tests are, in almost every case, too low. Every state except **Massachusetts** for which NCTQ has data sets the passing score for elementary teacher licensing tests below the average score for all test takers (50th percentile), and most states set passing rates at an exceedingly low 16th percentile or lower – essentially offering a free pass to teach, at least with regard to content knowledge.

In addition, licensure loopholes in all but nine states allow teachers to teach for some period of time without passing all required licensing exams. Eight states give teachers up to two years to pass the tests, and 18 states give teachers three or more years or do not specify a time period at all within which teachers must meet what are most often substandard licensing test requirements.

 **New NCTQ Yearbook goals on secondary teacher preparation in science and social studies show a striking willingness on the part of states to ignore the need for specific content knowledge.**

Forty-seven states offer general social studies endorsements without requiring teachers to adequately demonstrate knowledge of all of the subjects such an endorsement allows them to teach, e.g., social studies, history, geography, political science, and even psychology at the secondary level.

And in what may be a sign of just how troubled shortage-ridden STEM (science, technology, engineering and mathematics) education is, a full 39 states allow secondary-level science teachers to teach science courses with a general or combined science subject license. As

a result, the United States suffers a double blow in STEM fields, disadvantaged by the science teachers we don't have and, in many cases, disadvantaged by the unacceptably low expectations set for the STEM teachers we do have.

**At the middle school level, many states fail to ensure that teachers are prepared to teach appropriate grade level content.**

An alarming 16 states still offer a generalist K-8 license and six more offer it under some circumstances. Individuals with this license are fully certified to teach grades 7 and 8, although their preparation is identical to that of a teacher certified to teach grades 1 and 2. By offering such licenses, states suggest that the content and pedagogy needed to teach grade 8 math or science is no different from what is required of early elementary teachers.

Figure I  
*Accountability for Preparing Effective Teachers*



**While some states are doing more to hold teacher preparation institutions accountable for the effectiveness of the teachers they produce, most states do almost nothing.**

Six states, more states than ever before, are judging the effectiveness of teacher preparation programs on the effectiveness of the teachers they graduate. But these six states – **Colorado, Florida, Georgia, Louisiana, Tennessee** and **Texas** – are the outliers.

Just half of the states (25) collect any meaningful objective data on teacher preparation program effectiveness, such as data on the performance of program graduates' students, licensing test scores, evaluation results of program graduates or five-year retention rates.

Worse, only five states set minimum standards of performance for the data they collect, and only 14 states (down from 17 in 2009) make such data publicly available so that consumers of teacher preparation programs could make informed decisions about the quality of the programs for which they might apply.

**The financial health of state teacher pension systems is a dramatic area of policy decline and a growing crisis that has serious consequences for attracting and keeping effective teachers in the profession.**

NCTQ finds that 35 of the states' teacher pension systems are in peril, with 29 states losing ground on financial sustainability since the 2009 *Yearbook*.

Figure J  
*Yearbook Goals with the Most State Loss of Ground*

Goal	States Losing Ground
4H: Pension Sustainability	29
4G: Pension Flexibility	10

While the economic downturn of the last few years is an important factor in explaining loss of ground in state teacher pension funds, it is a factor that also exposes the ways states continue to pursue misguided policy to avoid the need for systemic reform of state pension systems.

Nearly all states continue to provide teachers with costly and inflexible defined benefit pension plans, which are virtually non-existent in the private sector. The lack of portability of such plans is a disincentive to an increasingly mobile teaching force and a nonmotivating compensation strategy for keeping young and effective teachers in the profession.

In an effort to shore up their financial problems, some states have made their systems even less flexible by raising to 10 years the length of time a teacher must work to vest. The number of states with such a lengthy vesting period has almost doubled (to 16 states, up from nine in 2009). Thirty-five states require excessive contributions to their state pension plans by teachers, school districts or both. The national landscape is a morass of cumbersome state pension systems that overly reward early retirees with full-time benefits and do little to attract and retain effective teachers.

#### OTHER SIGNIFICANT FINDINGS:

Only 19 states distinguish between elementary and secondary special education licenses.

with special needs. Only 17 states require elementary special education candidates to demonstrate content knowledge on a subject-matter test – just like what would be expected of any other elementary school teacher. Amazingly, 35 states allow special education teach-

ers to earn a completely generic special education license to teach any special education students in any grade, K-12; this broad license is the only license offered in 19 of those states.

**States have made little progress in broadening the pipeline for attracting effective teachers into the profession through alternate routes.** Likely due to the Race to the Top competition – which required as a matter of eligibility for a shot at the \$4 billion in federal funds that states remove barriers to the use of alternate routes – NCTQ found an increase from 20 states in 2009 to 26 states in 2011 that allow broad usage of their alternate routes across subjects, grades and geographic areas and permit a diversity of providers beyond institutions of higher education. However, while all but North Dakota now have some policy on the books for allowing alternate routes, NCTQ finds just seven states (up from five in 2009) that offer genuine alternate routes that set high expectations for candidate entry into programs followed by accelerated, streamlined and flexible pathways into the teaching profession for talented individuals.

There is little doubt that 2011 was a banner year for teacher policy. The move to rethink how teacher performance is evaluated and explicitly tying assessments of teacher performance to student achievement marks an important shift in thinking about teacher quality. Accountability for student learning is key, but so are policies for improving teacher preparation programs, using evaluation results to inform teacher training and practice, linking teacher compensation to performance and removing consistently ineffective teachers. In 2011, NCTQ finds that the landscape is changing, but much work is left to be done by states to design and adopt policies across the board to consistently promote and ensure teacher effectiveness.

Figure K

*States Successfully Addressing Teacher Quality Goals***Area 1: Delivering Well Prepared Teachers**

	 Best Practice State	 States Meet Goal
1-A: Admission into Preparation Programs	Texas	
1-B: Elementary Teacher Preparation		
1-C: Teacher Preparation in Reading Instruction	Connecticut, Massachusetts, Virginia	Alabama, Minnesota, Oklahoma, Pennsylvania, Tennessee
1-D: Teacher Preparation in Mathematics	Massachusetts	
1-E: Middle School Teacher Preparation	Arkansas, Georgia, Pennsylvania	Connecticut, Florida, Kentucky, Louisiana, Mississippi, New Jersey, South Carolina
1-F: Secondary Teacher Preparation	Indiana, Tennessee	Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin
1-G: Secondary Teacher Preparation in Science	New Jersey	Florida, Indiana, Kansas, Kentucky, Minnesota, New Hampshire, Virginia
1-H: Secondary Teacher Preparation in Social Studies	Indiana	Georgia, South Dakota
1-I: Special Education Preparation		
1-J: Assessing Professional Knowledge		Arizona, Arkansas, California, District of Columbia, Florida, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, West Virginia
1-K: Student Teaching		Florida, Tennessee
1-L: Teacher Preparation Program Accountability	Florida	Louisiana

**Area 2: Expanding The Pool of Teachers**

	 Best Practice State	 States Meet Goal
2-A: Alternate Route Eligibility	District of Columbia, Michigan	Minnesota
2-B: Alternate Route Preparation	Connecticut	Arkansas, Delaware, Georgia, New Jersey
2-C: Alternate Route Usage and Providers		Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Nevada, New Hampshire, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington
2-D: Part-Time Teaching Licenses	Arkansas	Florida, Georgia
2-E: Licensure Reciprocity	Alabama, Texas	

## Area 3: Identifying Effective Teachers

	 Best Practice State	 States Meet Goal
3-A: State Data Systems		Alabama, Arkansas, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Washington, West Virginia, Wisconsin, Wyoming
3-B: Evaluation of Effectiveness		Colorado, Delaware, Florida, Maryland, Michigan, Nevada, Ohio, Oklahoma, Rhode Island, Tennessee
3-C: Frequency of Evaluations		Alabama, Idaho, Nevada, New Jersey, North Dakota, Oklahoma, Rhode Island, Tennessee, Washington
3-D: Tenure	Michigan	Colorado, Florida
3-E: Licensure Advancement	Rhode Island	Louisiana
3-F: Equitable Distribution		

## Area 4: Retaining Effective Teachers

	 Best Practice State	 States Meet Goal
4-A: Induction	South Carolina	Alabama, Arkansas, Kentucky, Massachusetts, New Jersey, North Carolina, West Virginia
4-B: Professional Development		Arkansas, Connecticut, Delaware, Louisiana, Michigan, Missouri, North Carolina, Rhode Island, South Carolina, Wyoming
4-C: Pay Scales	Florida, Indiana	Idaho
4-D: Compensation for Prior Work Experience	North Carolina	California
4-E: Differential Pay	Georgia	Arkansas, California, Florida, Kentucky, Louisiana, Massachusetts, Nevada, New York, Ohio, Oklahoma, Tennessee, Texas
4-F: Performance Pay	Florida, Indiana	Arizona, Arkansas, Georgia, Idaho, Massachusetts, Michigan, Minnesota, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia
4-G: Pension Flexibility	Alaska, South Dakota	
4-H: Pension Sustainability	South Dakota, Tennessee, Wisconsin	Alaska, District of Columbia, Florida
4-I: Pension Neutrality	Alaska	Illinois, Minnesota, New Jersey

## Area 5: Exiting Ineffective Teachers

	 Best Practice State	 States Meet Goal
5-A: Licensure Loopholes	Colorado, Illinois, Mississippi, New Jersey	Nevada, New Mexico, South Carolina, Virginia
5-B: Unsatisfactory Evaluations	Illinois, Oklahoma	Alaska, Arkansas, Colorado, Delaware, Florida, Indiana, Louisiana, New Mexico, New York, Rhode Island, Washington
5-C: Dismissal for Poor Performance	Oklahoma	Florida, Indiana
5-D: Reductions in Force	Colorado, Florida, Indiana	Illinois, Michigan, Missouri, Oklahoma, Texas, Utah

Figure L

**Summary Grade Chart**  
**2011 State Teacher Policy**  
**Yearbook**

	Overall	Delivering Well Prepared Teachers	Expanding the Pool of Teachers	Identifying Effective Teachers	Retaining Effective Teachers	Exiting Ineffective Teachers
Alabama	C-	C	B-	D+	D+	D-
Alaska	D	F	D+	D-	C+	D
Arizona	D+	D-	D+	D+	D+	D+
Arkansas	C	C	B	D+	C-	C-
California	D+	D	C-	F	C+	F
Colorado	C	D-	D+	B-	C-	A
Connecticut	C-	C-	C+	D+	D	D+
Delaware	C	D-	C+	B	C-	D+
District of Columbia	D	D	C	F	D+	D-
Florida	B	B-	B-	B	B-	B+
Georgia	C	C	B-	C-	C	D+
Hawaii	D-	D	F	D	D-	D+
Idaho	D+	D	D+	C+	C	D-
Illinois	C	D	C	C-	D+	A
Indiana	C+	C+	D+	C	C-	B
Iowa	D	D	D	D-	D+	D
Kansas	D	D+	D	D+	D+	F
Kentucky	D+	C-	C	D+	D+	D-
Louisiana	C-	C	C+	C+	D+	D+
Maine	D-	D	F	F	C-	F
Maryland	D+	D+	C+	C	D+	F
Massachusetts	C	C+	C+	D+	C-	C
Michigan	C+	D+	C+	C+	C	B-
Minnesota	C-	C	C	C-	C	F
Mississippi	D+	C	C	D	D	D+
Missouri	D	D+	D-	D+	D	D+
Montana	F	F	F	F	D	F
Nebraska	D-	D-	F	D	C-	F
Nevada	C-	D-	D+	B-	C-	B-
New Hampshire	D-	D	D	D	D-	D-
New Jersey	D+	D+	C	D+	C-	D
New Mexico	D+	D+	D-	D	D	C
New York	C	D+	C+	C+	D+	C-
North Carolina	D+	D-	D+	C-	C	D-
North Dakota	D	D	F	D+	D	D-
Ohio	C+	D+	B-	C+	C-	C+
Oklahoma	B-	C	C	B-	C-	A
Oregon	D-	D-	F	D-	C	F
Pennsylvania	D+	C	C	D+	D+	F
Rhode Island	B-	D+	B-	A-	D	B+
South Carolina	C-	C-	C-	D+	C	C-
South Dakota	D	D	C-	F	C+	F
Tennessee	B-	B-	C+	B	C	C
Texas	C-	C+	C+	D-	C	C-
Utah	C-	D	D+	C-	C+	C+
Vermont	D-	D+	F	F	D-	F
Virginia	D+	C-	C	F	C	D+
Washington	C-	D+	C	C	C	D
West Virginia	D+	C-	C-	D+	D+	D+
Wisconsin	D	D	F	D	C-	F
Wyoming	D	F	D-	D+	D+	D+

# How to Read the Yearbook

NCTQ rates state teacher policy in several ways.

For each of the 36 individual teacher policy goals, states receive two ratings. The first rating indicates whether, or to what extent, a state has met the goal. NCTQ uses these familiar graphics to indicate the extent to which each goal has been met:



A new feature of this year's *Yearbook* is a progress rating for each goal NCTQ has measured over time. These ratings are intended to give states a meaningful sense of the changes in teacher policy since the 2009 *Yearbook* was published. Using the symbols below, NCTQ determines whether each state has advanced on the goal, if the state policy has remained unchanged, or if the state has actually lost ground on that topic.

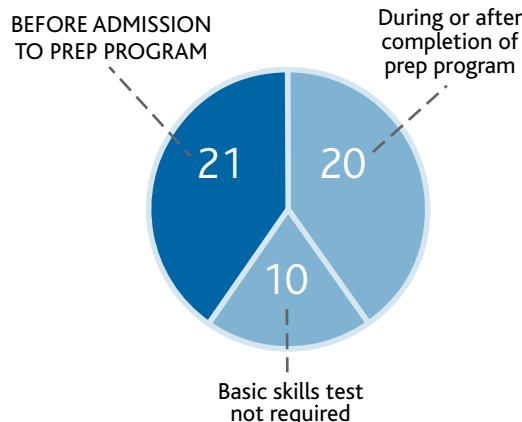


Some goals are marked with this symbol , which indicates that the bar has been raised for this goal since the 2009 *Yearbook*. With many states making considerable progress in advancing teacher effectiveness policy, NCTQ raised the standards for some goals where the bar had been quite low. As this may have a negative impact on some states' scores, those goals are always marked with the above symbol.

States receive grades in the five goal areas under which the 36 goals are organized: 1) delivering well prepared teachers; 2) expanding the pool of teachers; 3) identifying effective teachers; 4) retaining effective teachers and 5) exiting ineffective teachers. States also receive an overall grade that summarizes state performance across the five goal areas, giving an overall perspective on how states measure up against NCTQ benchmarks. New this year, states also receive an overall progress ranking, indicating how much progress each state has made compared to other states.

As always, the *Yearbook* provides a detailed narrative accounting of the policy strengths and weaknesses in each policy area for each state and for the nation as a whole. Best practices are highlighted. The reports are also chock full of reader-friendly charts and tables that provide a national perspective on each goal and serve as a quick reference on how states perform relative to one another, goal by goal.

Another new feature this year makes it easier to distinguish strong policies from weaker ones on our charts and tables. The policies NCTQ considers strong practices or the ideal policy positions for states are capitalized. This provides a quick thumbnail for readers to size up state policies against the policy option that aligns with NCTQ benchmarks for meeting each policy goal. For example, on the chart below, "BEFORE ADMISSION TO PREP PROGRAM" is capitalized, as that is the optimal timing for testing teacher candidates' academic proficiency.



## Goal Summaries: Introduction

 The following pages summarize states' overall progress in meeting the *Yearbook* goals.

The rationale and supporting research for each goal are available at: [www.nctq.org/stpy](http://www.nctq.org/stpy).

For more information about each state's performance, please see its individual state report, available at: [www.nctq.org/stpy/reports](http://www.nctq.org/stpy/reports).

# Area 1: Delivering Well-Prepared Teachers

## Goal A – Admission into Preparation Programs

**The state should require undergraduate teacher preparation programs to admit only candidates with good academic records.**

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission to teacher preparation programs.
2. All preparation programs in a state should use a common admissions test to facilitate program comparison, and the test should allow comparison of applicants to the general college-going population and selection of applicants in the top half of that population.
3. Programs should have the option of exempting candidates from this test who submit comparable SAT or ACT scores at a level set by the state.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

### Findings

Basic skills tests that assess reading, writing and mathematics skills were originally offered by testing companies as a minimal screening mechanism for teacher preparation programs to use at point of entry into a program. Twenty-one states use basic skills tests in this way. But almost as many states (20) use these tests—which typically assess middle school level skills—upon completion of teacher preparation to confer teaching licenses. Another 10 states don't require basic skills testing at all.

Yet even the tests used for admission by most states are inherently flawed. In addition to their low level of rigor, the tests used by nearly all states are normed only to the prospective teacher population rather than the general college-bound

Figure 1

### *How States are Faring in Admission Requirements*



### Progress on this Goal Since 2009:

: 6   : 45   : 0

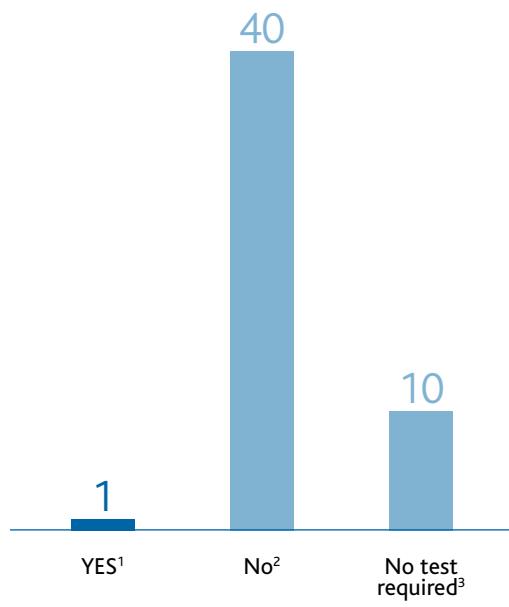


## EXAMPLES OF BEST PRACTICE

Although there are a number of states that require teacher candidates to pass a basic skills test as a criterion for admission to a preparation program, **Texas** is the only state that requires a test of academic proficiency normed to the general college bound population rather than just to prospective teachers. In addition, the state's minimum scores for admission appear to be relatively selective when compared to other tests used across the country.

Figure 2

*Do states require a test of academic proficiency that is normed to the general college-going population?*



1. **Strong Practice:** Texas

2. Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, Washington, West Virginia, Wisconsin

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

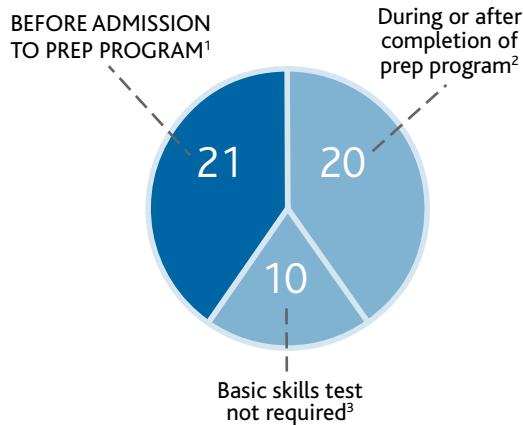
## Findings continued

population. In order to improve the selectivity of teacher preparation programs—a key feature in countries that consistently outperform the United States on international comparisons—it is important to know that prospective teachers are selected from, for example, the top half of college-bound students and not just the top half of those who wish to be teachers. At present, Texas is the only state that uses such a generally normed test of academic proficiency for admission to its teacher preparation programs.

Some states even further compromise their academic standards for future teachers by allowing composite passing scores. Across the United States, just half the states (25) require teachers to demonstrate academic proficiency in reading, writing and mathematics with a separate passing assessment score in each subject, rather than on a test that combines scores and that may mask weaknesses.

Figure 3

*When do states test teacher candidates' basic skills?*



1. **Strong Practice:** Arkansas, Connecticut, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Louisiana, Mississippi, Missouri, Nebraska, North Carolina, Rhode Island, South Carolina, Tennessee, Texas, Virginia, Washington, West Virginia, Wisconsin

2. Alabama, Alaska, California, Delaware, District of Columbia, Maine, Maryland, Massachusetts, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Vermont

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

Figure 4

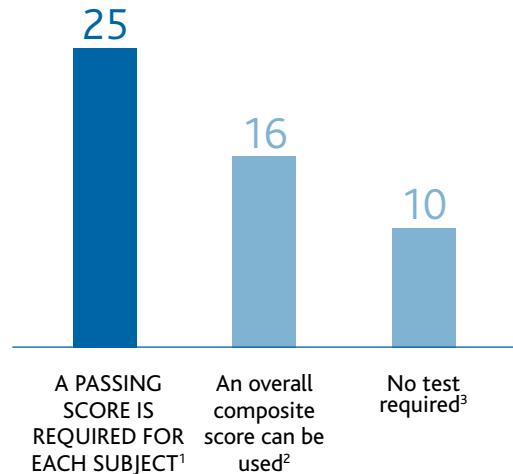
*Do states appropriately test teacher candidates' academic proficiency?*

	TEST NORMED TO COLLEGE-BOUND POPULATION TO ADMISSION TO PREP PROGRAM	Test normed only to teacher candidates before admission to prep program	Test normed only to teacher candidates during or after completion of prep program	No test required
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1 20 20 10

Figure 5

*Do states measure performance in reading, mathematics and writing?*



1. **Strong Practice:** Alabama, Alaska, Arkansas, Connecticut, Delaware, Florida, Georgia, Illinois, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Washington, West Virginia, Wisconsin

2. California<sup>4</sup>, District of Columbia<sup>4</sup>, Hawaii<sup>4</sup>, Indiana, Iowa, Maine<sup>4</sup>, Maryland, New Hampshire<sup>4</sup>, New Mexico, New York, North Carolina, North Dakota<sup>5</sup>, Pennsylvania<sup>4</sup>, Rhode Island<sup>4</sup>, Vermont, Virginia

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

4. Minimum score must be met in each section.

5. Composite score can only be used if passing score is met on two of three subtests.

# Area 1: Delivering Well-Prepared Teachers

## Goal B – Elementary Teacher Preparation

**The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, the necessary foundation for teaching to the Common Core Standards.**

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that its approved teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework. An adequate curriculum is likely to require approximately 36 credit hours to ensure appropriate depth in the core subject areas of English, science, social studies and fine arts. (Mathematics preparation for elementary teachers is discussed in Goal 1-D.)
2. The state should require elementary teacher candidates to pass a subject-matter test designed to ensure sufficient content knowledge of all subjects.
3. The state should require elementary teacher candidates to complete a content specialization in an academic subject area. In addition to enhancing content knowledge, this requirement also ensures that prospective teachers have taken higher level academic coursework.
4. Arts and sciences faculty, rather than education faculty, should in most cases teach liberal arts coursework to teacher candidates.

### Findings

Few states' preparation requirements reflect an appreciation of the need for elementary teacher candidates to be broadly educated in the content they will eventually deliver in the classroom, a need only heightened by the adoption of the Common Core Standards by most states.

First, state licensing tests offer little assurance that elementary teachers have the necessary content knowledge. Not generally regarded as rigorous to begin with, most states use subject-matter tests that verify only that teachers meet a general pass-

Figure 6

### *How States are Faring in Elementary Teacher Preparation*



### Progress on this Goal Since 2009:

↑ : 3    ↔ : 44    ↓ : 4

## Findings

ing score. A teacher with an extreme weakness in a particular subject may pass the licensing test if he or she does well enough in other areas to compensate. To make matters worse, evidence suggests that the passing scores set by states for teacher licensing tests are, in almost every case, too low. As Figure 7 indicates, in every state but Massachusetts for which NCTQ has data, states set the passing score for elementary teacher licensing test below the average score for all test takers (50th percentile), and most states set passing rates at the 16th percentile or lower.

Even states that do have subject-matter requirements tend to leave them so ambiguous that prospective teachers may fulfill them with courses that bear no connection to the pre-K-6 classroom. For example, only three states require elementary teacher candidates to study American literature,

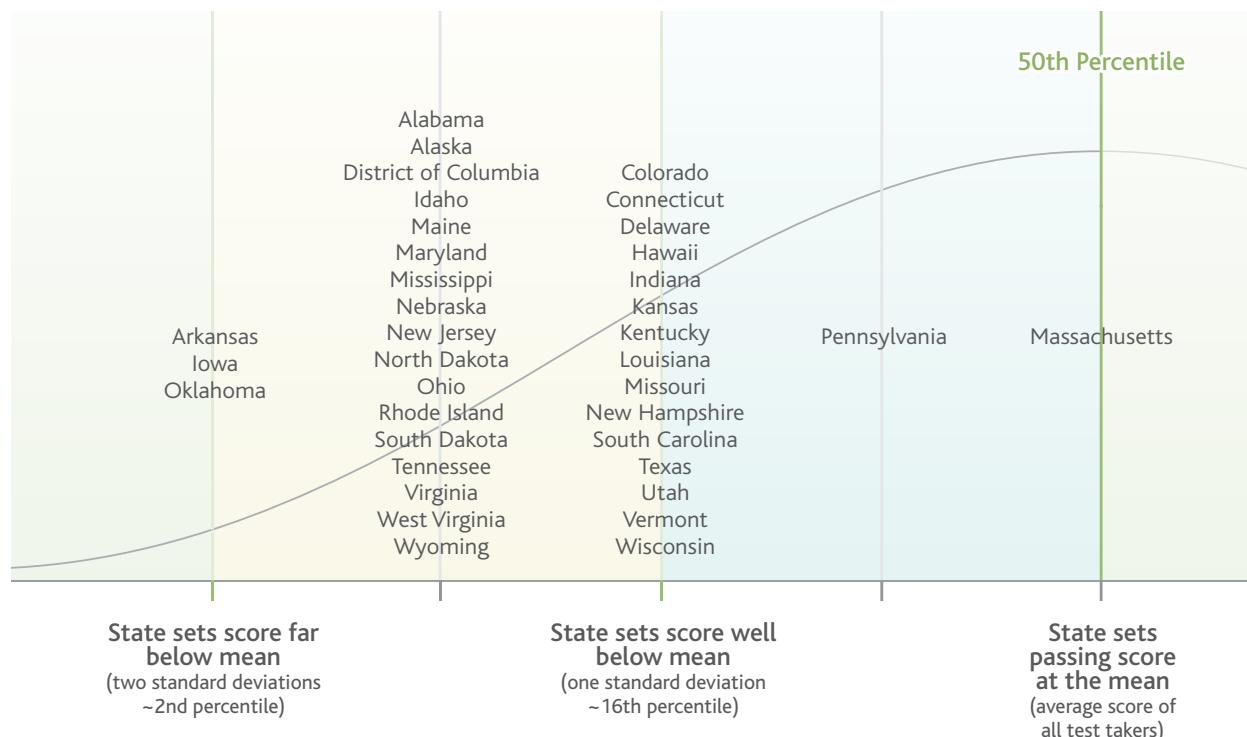
and only 20 states require introductory study of American history. While more states require the study of science, preparation in science is still generally lacking. Thirty-eight states require physical science coursework, but just three states require chemistry and only one state's requirements even mention physics.

Although 33 states recognize the importance of arts education in the elementary classroom by requiring preparation in music, only three states require art history coursework.

Overall, only three states require elementary teachers to complete an academic major and only four more require at least an academic minor of concentration. The majority of states (44) do not demand that teacher candidates complete an academic major, minor or concentration.

Figure 7

*Where do states set the passing score on elementary content licensure tests<sup>1</sup>?*



1 Based on the most recent technical data that could be obtained; data not available for Arizona, California, Florida, Georgia, Illinois, Michigan, Minnesota, New Mexico, New York, North Carolina, Oregon and Washington. Montana and Nebraska do not require a content test. Colorado score is for Praxis II, not PLACE. Indiana, Maryland, Nevada, South Carolina and Utah now require new Praxis tests for which the technical data are not yet available; analysis is based on previously required test.



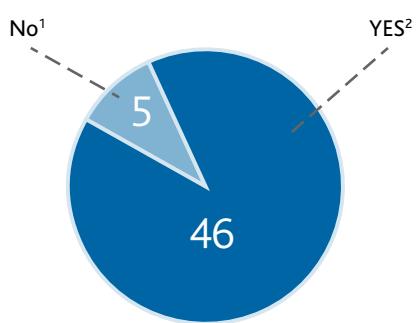
## EXAMPLES OF BEST PRACTICE

Although no state meets this goal, three states have noteworthy policies. **Massachusetts**'s testing requirements, which are based on the state's curriculum, ensure that elementary teachers are provided with a broad liberal arts education. **Indiana** and **Utah** are the first two states to adopt the new Praxis II "Elementary Education: Multiple Subjects" content test, which requires candidates to pass separately scored subtests in reading/language arts, mathematics, social studies and science.

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Figure 8

*Have states adopted the K-12 Common Core State Standards?*

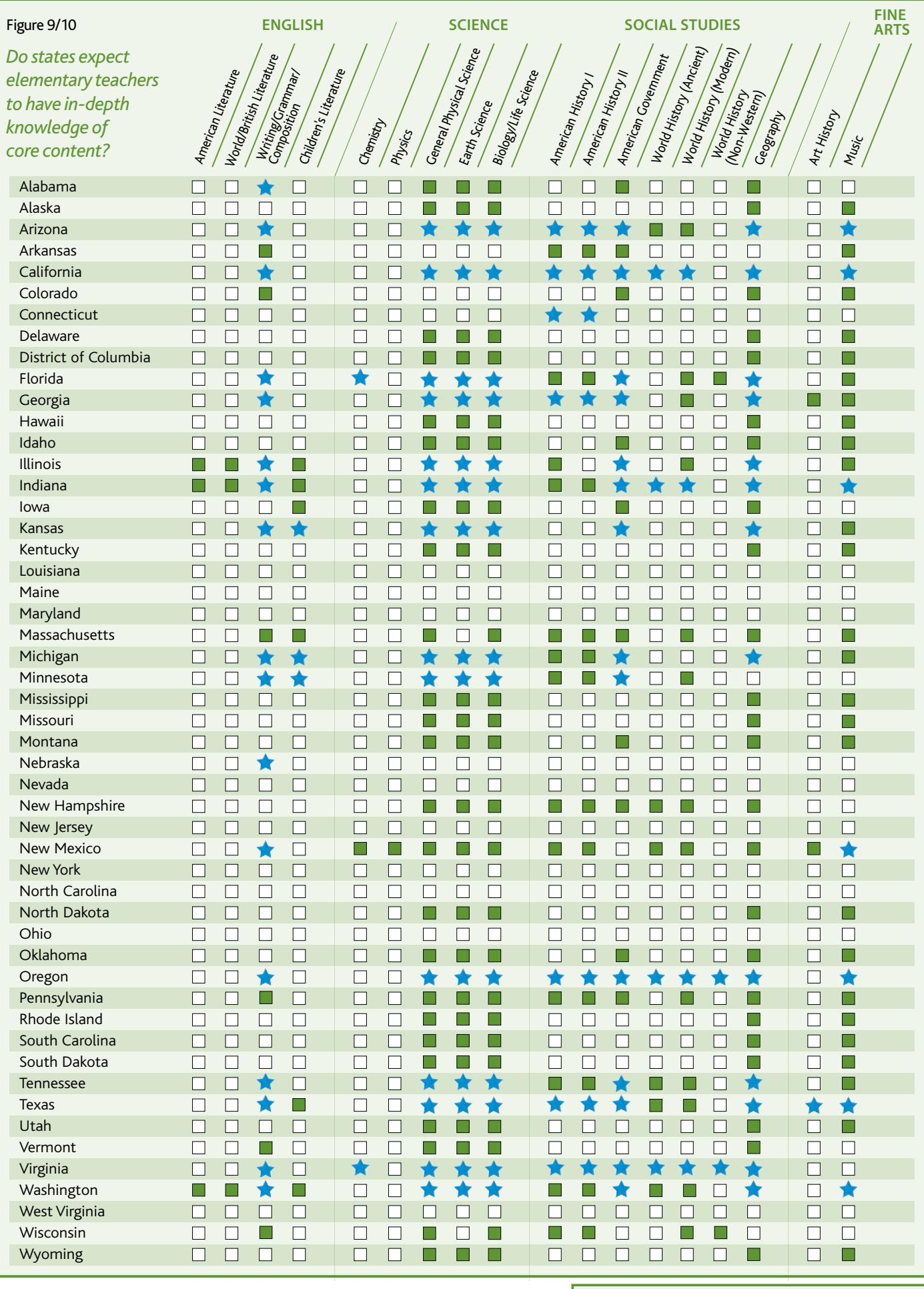


1. Alaska, Minnesota, Nebraska, Texas, Virginia

2. **Strong Practice:** Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming

Figure 9/10

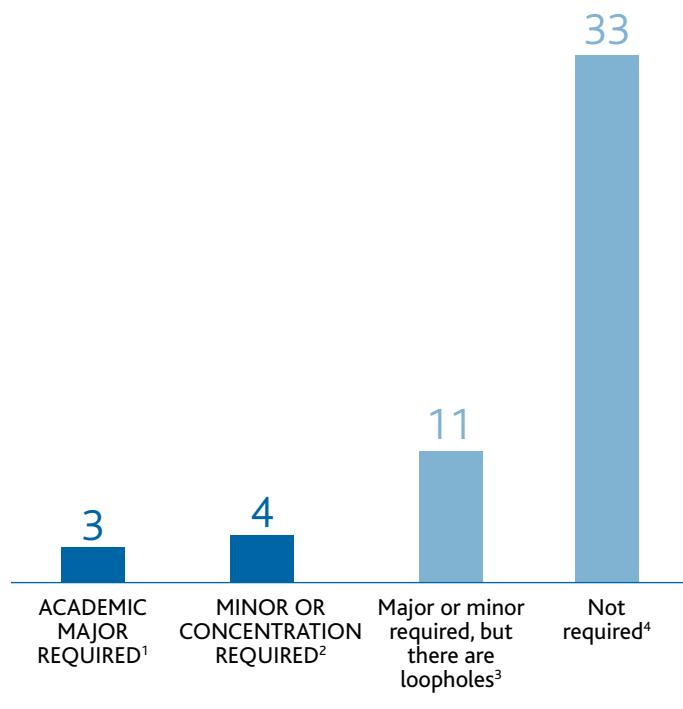
*Do states expect elementary teachers to have in-depth knowledge of core content?*



■ Subject mentioned   ■ Subject covered in depth

Figure 11

*Do states expect elementary teachers to complete an academic concentration?*



1. Strong Practice: Colorado, Massachusetts, New Mexico

2. Strong Practice: Indiana, Mississippi, New Hampshire, Oklahoma

3. California, Connecticut, Iowa, Michigan, Missouri, New Jersey, New York, Tennessee, Texas, Vermont, Virginia  
These states require a major, minor or concentration but there is no assurance it will be in an academic subject area.

4. Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Minnesota, Montana, Nebraska, Nevada, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming

# Area 1: Delivering Well-Prepared Teachers

## Goal C – Elementary Teacher Preparation in Reading Instruction

The state should ensure that new elementary teachers know the science of reading instruction.

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. To ensure that teacher preparation programs adequately prepare candidates in the science of reading instruction, the state should require that these programs train teachers in the five instructional components shown by scientifically based reading research to be essential to teaching children to read.
2. The state should require that new elementary teachers pass a rigorous test of reading instruction in order to attain licensure. The design of the test should ensure that prospective teachers cannot pass without knowing the science of reading instruction.

### Findings

Despite the compelling evidence about the most effective ways to teach reading and the dire consequences faced by children who do not become good readers, most states do not ensure that elementary teachers know the firmly established science of reading instruction.

Only just one better than half (26) of the states require teacher preparation programs to address all five of the essential instructional components (phonemic awareness, phonics, fluency, vocabulary and comprehension), either through coursework requirements or standards that programs must meet.

Only nine states assess teacher knowledge of the science of reading – although this marks an improvement over 2009, when only five states used an appropriate, rigorous test to ensure that teachers are well prepared to teach their students to read. Ten other states require a reading test or a pedagogy test that includes reading instruction, but these tests either inadequately address

Figure 12

### *How States are Faring in Elementary Teacher Preparation in Reading Instruction*

 3	<b>Best Practice States</b> Connecticut, Massachusetts, Virginia
 5	<b>States Meet Goal</b> Alabama↑, Minnesota↑, Oklahoma, Pennsylvania↑, Tennessee
 5	<b>States Nearly Meet Goal</b> California, Florida, Georgia, Idaho, Texas
 14	<b>States Partly Meet Goal</b> Arkansas, Colorado, Indiana↑, Louisiana, Maryland, Michigan, Mississippi, Missouri, New Mexico↑, Ohio, Oregon, Vermont, Washington, West Virginia
 2	<b>States Meet a Small Part of Goal</b> Arizona, New York
 22	<b>States Do Not Meet Goal</b> Alaska, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Wisconsin, Wyoming

### Progress on this Goal Since 2009:

↑ : 5    ↔ : 46    ↓ : 0

the science of reading, or the science of reading is such a small part of the tests that it is possible to pass the tests without demonstrating the essential knowledge. The majority of states (32) have no requirements for assessing teacher proficiency in the science of reading.

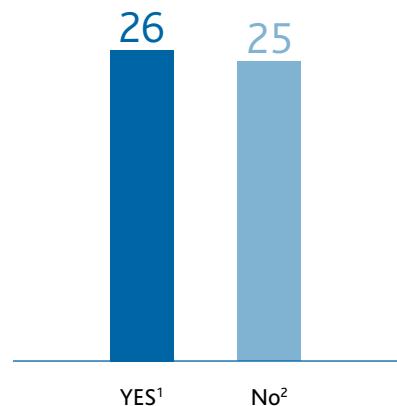


## EXAMPLES OF BEST PRACTICE

Eight states meet this goal by requiring that preparation programs for elementary teacher candidates address the science of reading and requiring that candidates pass comprehensive assessments that specifically test the five elements of instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Independent reviews of the assessments used by **Connecticut, Massachusetts** and **Virginia** confirm that these tests are rigorous measures of teacher candidates' knowledge of scientifically based reading instruction.

Figure 13

*Do states require preparation for elementary teachers in the science of reading?*

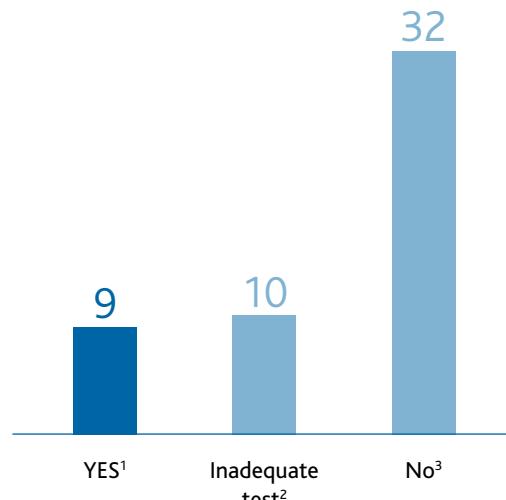


1. **Strong Practice:** Alabama, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Idaho, Indiana, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Ohio, Oklahoma, Oregon, Pennsylvania, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia

2. Alaska, Arizona, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Wisconsin, Wyoming

Figure 14

*Do states measure new teachers' knowledge of the science of reading?*



1. **Strong Practice:** Alabama, Connecticut, Massachusetts, Minnesota<sup>4</sup>, New Mexico<sup>5</sup>, Oklahoma, Pennsylvania<sup>5</sup>, Tennessee, Virginia

2. Arkansas, California, Florida, Georgia, Idaho, Indiana, Missouri, New York, Oregon, Texas

3. Alaska, Arizona, Colorado, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming

4. Based on the limited information available about the test on the state's website.

5. Test is under development and not yet available for review.

Figure 15

*Do states ensure that elementary teachers know the science of reading?*

	PREPARATION REQUIREMENTS		TESTING REQUIREMENTS		
	FULLY ADDRESS READING SCIENCE	Do not address reading science	APPROPRIATE TEST	Inadequate test	No reading test
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<sup>1</sup> <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<sup>2</sup> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<sup>2</sup> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

26 25

9

10 32

1. Based on the limited information available about the test on the state's website.

2. Test is under development and not yet available for review.

# Area 1: Delivering Well-Prepared Teachers

## Goal D – Elementary Teacher Preparation in Mathematics

**The state should ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.**

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require teacher preparation programs to deliver mathematics content of appropriate breadth and depth to elementary teacher candidates. This content should be specific to the needs of the elementary teacher (i.e., foundations, algebra and geometry with some statistics).
2. The state should require elementary teacher candidates to pass a rigorous test of mathematics content in order to attain licensure.
3. Such test can also be used to test out of course requirements and should be designed to ensure that prospective teachers cannot pass without sufficient knowledge of mathematics.

### Findings

Elementary teacher candidates need to acquire a deep conceptual knowledge of the mathematics that they will teach. Their training should focus on the critical areas of numbers and operations; algebra; geometry and measurement; and, to a lesser degree, data analysis and probability.

There are just two states in the nation – Indiana and Massachusetts – that require such preparation for aspiring elementary school teachers, and only one of them, Massachusetts, requires a rigorous test to assess elementary teachers' mathematics knowledge. Forty-eight states use wholly inadequate tests to evaluate elementary teachers in mathematics, either evaluating content at a level that is too superficial or combining mathematics with other subject areas into a composite passing score, or both. Two states, Montana and Nebraska, do not require prospective elementary teachers to pass any mathematics test at all.

Figure 16

*How States are Faring in Teacher Preparation in Mathematics*

 1	<b>Best Practice State</b> Massachusetts
 0	<b>States Meet Goal</b>
 1	<b>State Nearly Meets Goal</b> Indiana 
 5	<b>States Partly Meet Goal</b> California, Florida, Minnesota  , New Mexico, Utah 
 30	<b>States Meet a Small Part of Goal</b> Alabama, Alaska, Arizona, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Iowa  , Kansas, Kentucky, Michigan, Mississippi, Missouri, Montana, New Hampshire, New York, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, Wyoming
 14	<b>States Do Not Meet Goal</b> Arkansas, Colorado, Connecticut, Louisiana, Maine, Maryland, Nebraska, Nevada, New Jersey, North Carolina, Ohio, Oregon, West Virginia, Wisconsin

**Progress on this Goal Since 2009:**

 : 4    : 47    : 0

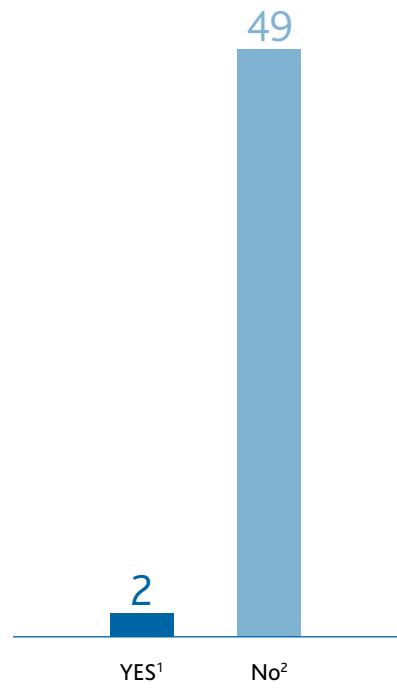


## EXAMPLES OF BEST PRACTICE

**Massachusetts** is the only state that ensures that its elementary teachers have sufficient knowledge of mathematics content. As part of its general curriculum test, the state utilizes a separately scored mathematics subtest that covers topics specifically geared to the needs of elementary teachers.

Figure 17

*Do states articulate appropriate mathematics preparation for elementary teachers?*

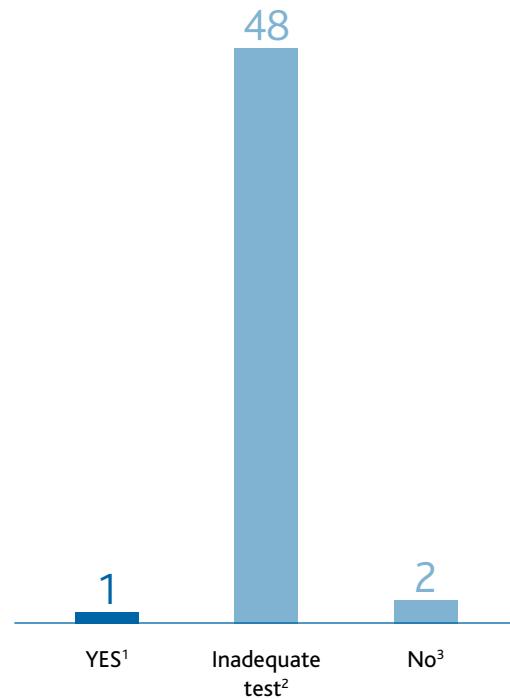


1. **Strong Practice:** Indiana, Massachusetts

2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Figure 18

*Do states measure new elementary teachers' knowledge of math?*



1. **Strong Practice:** Massachusetts

2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Montana, Nebraska

# Area 1: Delivering Well-Prepared Teachers

## Goal E – Middle School Teacher Preparation

**The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.**

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should encourage middle school candidates who intend to teach multiple subjects to earn minors in two core academic areas rather than earn a single major. Middle school candidates intending to teach a single subject area should earn a major in that area.
2. The state should not permit middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers and that of elementary teachers.
3. The state should require that new middle school teachers pass a licensing test in every core academic area they intend to teach.

### Findings

Many states fail to ensure that middle school teachers are prepared to teach appropriate grade level content. An alarming 16 states still offer a generalist K-8 license and six more offer it in some circumstances. Individuals with this license are fully certified to teach grades 7 and 8, although their preparation is identical to that of a teacher certified to teach grades 1 or 2. By offering such licenses, states suggest that the content and pedagogy needed to teach grade 8 math or science is no different from what is required of early elementary teachers.

Figure 19

### *How States are Faring in Middle School Teacher Preparation*

 3	<b>Best Practice States</b>
	Arkansas ↑, Georgia, Pennsylvania ↑
 7	<b>States Meet Goal</b>
	Connecticut, Florida ↑, Kentucky, Louisiana, Mississippi, New Jersey, South Carolina ↑
 8	<b>States Nearly Meet Goal</b>
	Alabama, District of Columbia, Indiana, Kansas, New York, Ohio, Tennessee, Virginia
 11	<b>States Partly Meet Goal</b>
	Delaware, Hawaii, Iowa, Maryland, Massachusetts, Missouri, Nebraska, Rhode Island, Texas, Vermont, West Virginia
 11	<b>States Meet a Small Part of Goal</b>
	Arizona, Michigan, Minnesota ↑, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Utah, Wyoming
 11	<b>States Do Not Meet Goal</b>
	Alaska, California, Colorado, Idaho, Illinois, Maine, North Carolina ↓, Oregon, South Dakota, Washington, Wisconsin

### Progress on this Goal Since 2009:

↑ : 5    ↔ : 45    ↓ : 1



## EXAMPLES OF BEST PRACTICE

**Arkansas, Georgia and Pennsylvania** ensure that all middle school teachers are sufficiently prepared to teach middle school-level content. Teachers are required to earn at least two content-area minors. Georgia and Pennsylvania also require passing scores on single-subject content tests, and Arkansas requires a subject-matter assessment with separate passing scores for each academic area.

Figure 20

*Do states distinguish middle grade preparation from elementary preparation?*

	K-8 LICENSE NOT OFFERED	K-8 license offered for self-contained classrooms	K-8 license offered
Alabama	■	□	□
Alaska	□	□	■
Arizona	□	□	■
Arkansas	■	□	□
California	□	■ <sup>1</sup>	□
Colorado	□	□	■
Connecticut	■	□	□
Delaware	■	□	□
District of Columbia	■	□	□
Florida	■	□	□
Georgia	■	□	□
Hawaii	■	□	□
Idaho	□	□	■
Illinois	□	□	■ <sup>2</sup>
Indiana	■	□	□
Iowa	■	□	□
Kansas	■	□	□
Kentucky	■	□	□
Louisiana	■	□	□
Maine	□	□	■
Maryland	■	□	□
Massachusetts	■	□	□
Michigan	□	■	□
Minnesota	□	■	□
Mississippi	■	□	□
Missouri	■	□	□
Montana	□	□	■
Nebraska	□	■	□
Nevada	□	□	■
New Hampshire	□	□	■
New Jersey	■	□	□
New Mexico	□	□	■
New York	■	□	□
North Carolina	■	□	□
North Dakota	□	□	■
Ohio	■	□	□
Oklahoma	□	□	■ <sup>3</sup>
Oregon	□	□	■ <sup>4</sup>
Pennsylvania	■	□	□
Rhode Island	□	■	□
South Carolina	■	□	□
South Dakota	□	□	■
Tennessee	■	□	□
Texas	■	□	□
Utah	□	■	□
Vermont	■	□	□
Virginia	■	□	□
Washington	□	□	■
West Virginia	■	□	□
Wisconsin	□	□	■ <sup>5</sup>
Wyoming	■	□	□

1. California offers a K-12 generalist license for self-contained classrooms.

2. Illinois offers K-9 license.

3. With the exception of mathematics.

4. Oregon offers 3-8 license.

5. Wisconsin offers 1-8 license.

Figure 21

*What academic preparation do states require for a middle school endorsement or license?*

	MAJOR OR MORE	MAJOR OR TWO MINORS	TWO MINORS	Less than a major or "loose" requirements	No requirement of content major or minor
Alabama	█	□	□	□	□
Alaska	□	□	□	□	█
Arizona	□	□	□	□	█
Arkansas	█	□	□	□	□
California	□	□	□	█	□
Colorado	□	□	□	□	█
Connecticut	□	█	□	□	□
Delaware	□	□	□	□	█
District of Columbia	█	□	□	□	□
Florida	□	□	□	█	□
Georgia	□	□	█	□	□
Hawaii	□	□	□	□	█
Idaho	□	□	□	□	█
Illinois	□	□	□	□	█
Indiana	□	□	█	□	□
Iowa	□	□	█	□	□
Kansas	█	□	□	□	□
Kentucky	□	█ <sup>1</sup>	□	□	□
Louisiana	□	□	█	□	□
Maine	□	□	□	□	█
Maryland	□	□	□	□	█
Massachusetts	□	□	█ <sup>1</sup>	□	□
Michigan	█	□	□	□	□
Minnesota	□	□	□	█	□
Mississippi	□	□	█	□	□
Missouri	□	□	□	█	□
Montana	□	□	□	□	█
Nebraska	□	□	█ <sup>1</sup>	□	□
Nevada	□	□	□	█	□
New Hampshire	█	□	□	□	□
New Jersey	█	□	□	□	□
New Mexico	□	□	□	█	□
New York	█	□	□	□	□
North Carolina	□	□	□	□	█
North Dakota	□	□	□	█	□
Ohio	□	□	█ <sup>1</sup>	□	□
Oklahoma	█	□	□	□	□
Oregon	□	□	□	█	□
Pennsylvania	□	█ <sup>2</sup>	□	□	□
Rhode Island	□	□	□	█	□
South Carolina	□	□	█	□	□
South Dakota	□	□	□	□	█
Tennessee	█	□	□	□	□
Texas	█	□	□	□	□
Utah	█	□	□	□	□
Vermont	□	□	□	█	□
Virginia	█	□	□	□	□
Washington	□	□	□	□	█
West Virginia	□	□	□	█	□
Wisconsin	□	□	□	█	□
Wyoming	□	□	□	□	█

13 3 9 12 14

1. State does not explicitly require two minors, but it has equivalent requirements.

2. Pennsylvania has two options. One option requires a 30 credit concentration in one subject and nearly a minor (12 credits) in three additional subjects; the second option is 21 credits in two subject-area concentrations with 12 credits in two additional subjects.

# Area 1: Delivering Well-Prepared Teachers

## Goal F – Secondary Teacher Preparation

**The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content.**

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that secondary teachers pass a licensing test in every subject they intend to teach.
2. The state should require that secondary teachers pass a content test when adding subject-area endorsements to an existing license.

### Findings

Unlike elementary school teachers, who need to be broadly educated in the several core content areas they will deliver in the classroom, secondary-level teachers are generally specialists—that is, they teach specific subjects in departmentalized settings. NCTQ added this goal for 2011 to examine more closely the extent to which states are ensuring that middle and high school teachers are required to demonstrate content knowledge in the specific courses they are eligible to teach.

In just two states – Indiana and Tennessee – do secondary-level teachers have to pass a content test in any core subject area they intend to teach, with no significant loopholes allowing candidates to teach subjects at the secondary level for which they have demonstrated little or no specific content knowledge. Twelve states do not require secondary teachers to pass a content test in every subject they are eligible to teach. The other 37 states meet the goal of requiring content assessments for secondary teachers but have loopholes – particularly in science and social studies – that need to be closed (see Goals 1-G and 1-H).

States are even more lax when it comes to adding endorsements to an existing license to teach other subjects. Twenty states do not always require a content test to add an endorsement.

Figure 22

### *How States are Faring in Secondary Teacher Preparation*

 2	<b>Best Practice States</b> Indiana, Tennessee
 29	<b>States Meet Goal</b> Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin
 0	<b>States Nearly Meet Goal</b>
 8	<b>States Partly Meet Goal</b> District of Columbia, Hawaii, Louisiana, Maryland, Mississippi, Missouri, Nevada, New Mexico
 0	<b>States Meet a Small Part of Goal</b>
 12	<b>States Do Not Meet Goal</b> Alaska, Arizona, California, Colorado, Iowa, Montana, Nebraska, New Hampshire, North Carolina, Oregon, Rhode Island, Wyoming

### Progress on this Goal Since 2009:

**New Goal**

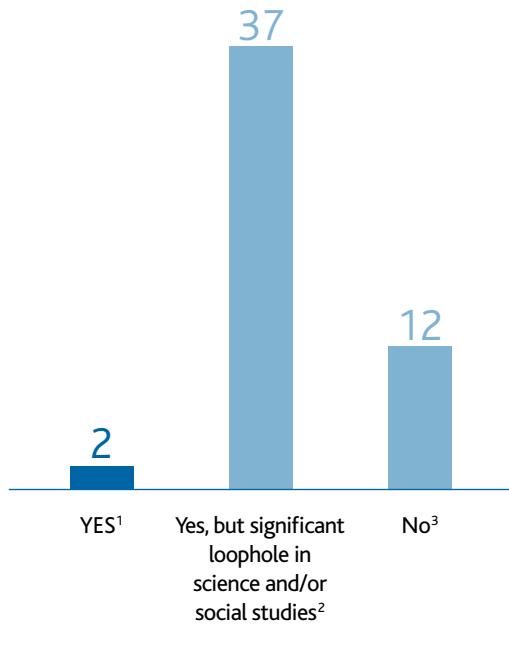


## EXAMPLES OF BEST PRACTICE

Not only do **Indiana** and **Tennessee** require that secondary teacher candidates pass a content test to teach any core secondary subjects, but these states also do not permit any significant loopholes to this important policy by allowing secondary general science or social studies licenses (see Goals 1-G and 1-H).

Figure 23

*Do all secondary teachers have to pass a content test in every subject area for licensure?*



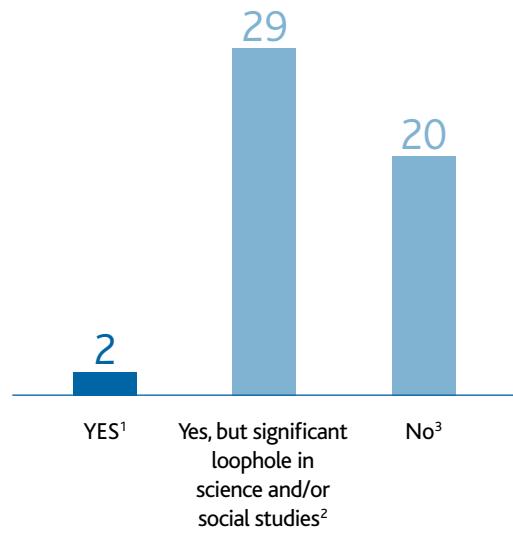
1. **Strong Practice:** Indiana, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin. (For more on loopholes, see Goals 1-G and 1-H.)

3. Alaska, Arizona, California, Colorado, Iowa, Montana, Nebraska, New Hampshire, North Carolina, Oregon, Rhode Island, Wyoming

Figure 24

*Do all secondary teachers have to pass a content test in every subject area to add an endorsement?*



1. **Strong Practice:** Indiana, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin. (For more on loopholes, see Goals 1-G and 1-H.)

3. Alaska, Arizona, California, Colorado, District of Columbia, Hawaii, Iowa, Louisiana, Maryland, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, Oregon, Rhode Island, Wyoming

# Area 1: Delivering Well-Prepared Teachers

## Goal G – Secondary Teacher Preparation in Science

**The state should ensure that science teachers know all the subject matter they are licensed to teach.**

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require secondary science teachers to pass a subject-matter test of each science discipline they intend to teach.
2. The state should require middle school science teachers to pass a subject-matter test designed to ensure that prospective teachers cannot pass without sufficient knowledge of science.

### Findings

It may be a sign of just how troubled science education in the United States is that so many states consider it reasonable not to require specialized knowledge to teach the various science fields. Starting this year, NCTQ has added this goal specifically examining whether states ensure that science teachers know all the subject matter they are licensed to teach.

A full 39 states allow secondary-level teachers to teach science courses with a general broad-field science license or a combined science subject license without sufficient content testing to verify that teachers have adequate content knowledge in each and every science discipline they are authorized to teach. Based on their high school science licensure requirements, these states seem to presume that it is all the same to teach anatomy, electrical currents and Newtonian physics.

While middle school teachers do not need the specific specialization that high school teachers do, it is essential that they have sufficient knowledge of science if they are licensed to teach the subject. Only 24 states ensure that middle school teachers have adequate preparation to teach science.

Figure 25

### *How States are Faring in Preparation to Teach Science*

 1	<b>Best Practice State</b> New Jersey
 7	<b>States Meet Goal</b> Florida, Indiana, Kansas, Kentucky, Minnesota, New Hampshire, Virginia
 11	<b>States Nearly Meet Goal</b> Arkansas, Georgia, Maine, Maryland, Massachusetts, New York, Ohio, Oklahoma, South Dakota, Utah, West Virginia
 16	<b>States Partly Meet Goal</b> Alabama, Connecticut, Delaware, District of Columbia, Hawaii, Louisiana, Mississippi, Missouri, Nevada, New Mexico, North Dakota, Pennsylvania, South Carolina, Tennessee, Vermont, Washington
 4	<b>States Meet a Small Part of Goal</b> Arizona, Idaho, Illinois, Wisconsin
 12	<b>States Do Not Meet Goal</b> Alaska, California, Colorado, Iowa, Michigan, Montana, Nebraska, North Carolina, Oregon, Rhode Island, Texas, Wyoming

### Progress on this Goal Since 2009:

#### New Goal

Figure 26

*Do states ensure that secondary science teachers have adequate subject-matter knowledge?*

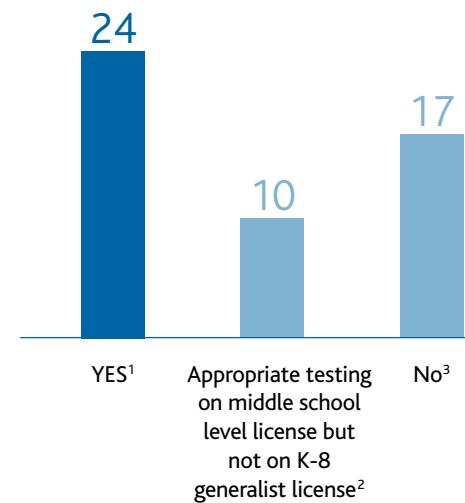
	STATE OFFERS GENERAL SCIENCE OR COMBINATION SCIENCE LICENSES WITH ADEQUATE TESTING	State offers general science or combination science licenses without adequate testing	STATE OFFERS ONLY SINGLE-SUBJECT SCIENCE LICENSES WITH ADEQUATE TESTING	State offers only single-subject science licenses without adequate testing
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	39	10	1

## ★ EXAMPLES OF BEST PRACTICE

**New Jersey** does not offer certification in general science for secondary teachers. Although the state allows a combination physical science certificate, it ensure adequate content knowledge in both chemistry and physics by requiring teacher candidates to pass individual content tests in chemistry, physics and general science. Further, middle school science teachers must pass a science-specific content test.

Figure 27

*Do states ensure that middle school teachers have adequate preparation to teach science?*



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, New Jersey, Ohio, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, West Virginia

2. Maine, Minnesota, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Utah, Washington, Wisconsin

3. Alaska, Arizona, California, Colorado, Idaho, Illinois, Iowa, Michigan, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Wyoming

# Area 1: Delivering Well-Prepared Teachers

## Goal H – Secondary Teacher Preparation in Social Studies

**The state should ensure that social studies teachers know all the subject matter they are licensed to teach.**

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require secondary social studies teachers to pass a subject-matter test of each social studies discipline they intend to teach.
2. The state should require middle school social studies teachers to pass a subject-matter test designed to ensure that prospective teachers cannot pass without sufficient knowledge of social studies.

### Findings

Starting this year, NCTQ has added this goal specifically examining whether states ensure that social studies teachers know all of the subject matter they are licensed to teach. This is a subject area where most states allow teachers with a broad or combined certification, which may span social studies, history, geography, political science and even psychology, to be endorsed to teach courses in any of these disciplines without demonstrating content knowledge in any specific area through a content assessment. In many states, a teacher with a psychology major could be licensed to teach American history having answered many—even all—of the history questions incorrectly.

At the secondary level, 47 states offer general social studies licenses without adequate testing of each subject the license allows teachers to teach. Just four states either offer only single-subject certifications with adequate subject testing or a general social studies certification that includes adequate testing of each and every subject a teacher is authorized to teach. The situation is a bit better at the middle school level, where 23 states ensure that middle school teachers are adequately prepared to teach social studies.

Figure 28

### *How States are Faring in Preparation to Teach Social Studies*

 1	<b>Best Practice State</b> Indiana
 2	<b>States Meet Goal</b> Georgia, South Dakota
 2	<b>States Nearly Meet Goal</b> Minnesota, Oklahoma
 32	<b>States Partly Meet Goal</b> Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Pennsylvania, South Carolina, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
 1	<b>State Meets a Small Part of Goal</b> Illinois
 13	<b>States Do Not Meet Goal</b> Alaska, Arizona, California, Colorado, Idaho, Iowa, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Texas

### Progress on this Goal Since 2009:

#### New Goal

Figure 29

*Do states ensure that secondary social studies teachers have adequate subject-matter knowledge?*

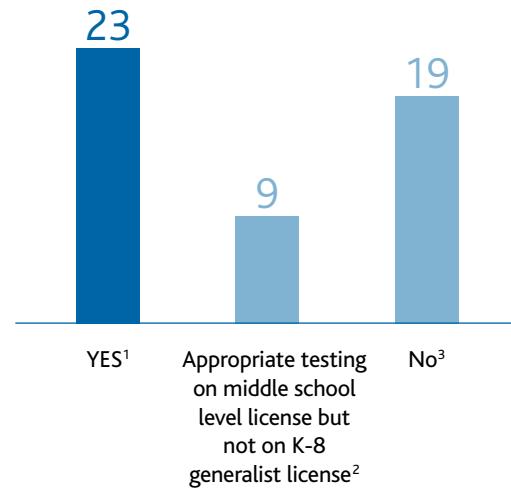
	OFFERS GENERAL SOCIAL STUDIES LICENSE WITH ADEQUATE TESTING	OFFERS ONLY SINGLE SUBJECT LICENSES	Offers general social studies license without adequate testing
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1	3	47

## ★ EXAMPLES OF BEST PRACTICE

Not only does **Indiana** ensure that its secondary social studies teachers possess adequate content knowledge of all subjects they intend to teach—through both coursework and content testing—but the state’s policy also does not make it overly burdensome for social studies teachers to teach multiple subjects. Other notable states include **Georgia** and **South Dakota**, which also do not offer secondary general social studies certifications.

Figure 30

*Do states ensure that middle school teachers have adequate preparation to teach social studies?*



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Mississippi, Missouri, New Jersey, Ohio, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, West Virginia

2. Maine, Michigan, Minnesota, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Washington

3. Alaska, Arizona, California, Colorado, Idaho, Illinois, Iowa, Massachusetts, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Utah, Wisconsin, Wyoming

Figure 29

1. Massachusetts does not offer a general social studies license, but offers combination licenses.

# Area 1: Delivering Well-Prepared Teachers

## Goal I – Special Education Teacher Preparation

**The state should ensure that special education teachers know the subject matter they will be required to teach.**

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should not permit special education teachers to teach on a K-12 license that does not differentiate between the preparation of elementary teachers and that of secondary teachers.
2. All elementary special education candidates should have a broad liberal arts program of study that includes study in mathematics, science, English, social studies and fine arts and should be required to pass a subject-matter test for licensure that is no less rigorous than what is required of general education candidates.
3. The state should require that teacher preparation programs graduate secondary special education teacher candidates who are highly qualified in at least two subjects. The state should also customize a "HOUSSE" route for new secondary special education teachers to help them achieve highly qualified status in all the subjects they teach.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

### Findings

States' requirements for the preparation of special education teachers are one of the most neglected and dysfunctional areas of teacher policy. The low expectations for what special education teachers should know stand in stark contradiction to state and federal expectations that special education students should meet the same high standards as other students.

Figure 31

### *How States are Faring in Special Education Teacher Preparation*

0	Best Practice States
0	States Meet Goal
1	State Nearly Meets Goal Massachusetts
15	States Partly Meet Goal Alabama, Arkansas, Iowa, Louisiana, Maine, Maryland, New Jersey↑, New York, Oregon, Pennsylvania↑, Rhode Island, Texas↑, Vermont, West Virginia, Wisconsin
1	State Meets a Small Part of Goal Kansas
34	States Do Not Meet Goal Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kentucky, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Utah, Virginia, Washington, Wyoming

### Progress on this Goal Since 2009:

↑ : 3    ↔ : 48    ↓ : 0

## Findings continued

Most states set an exceedingly low bar for the content knowledge that special education teachers must have. Only 17 states require elementary special education candidates to demonstrate content knowledge on a subject-matter test – just like what would be expected of any other elementary school teacher. Amazingly, 35 states allow special education teachers to earn a generic special education license to teach special education students in any grade, K-12, and this broad license is the only license offered in 19 of those states. While this broad umbrella may be appropriate for teachers of low-incidence special education students, such as those with severe cognitive disabilities, it is deeply problematic for high-incidence special education students, who are expected to learn grade-level content. And because the overwhelming majority of special education students are in the high-incidence category, the result is a fundamentally broken system.

Figure 32

*Do states distinguish between elementary and secondary special education teachers?*

	DOES NOT OFFER A K-12 CERTIFICATION	Offers K-12 and grade-specific certification(s)	Offers only a K-12 certification
Alabama	■	□	□
Alaska	□	■	□
Arizona	□	□	■
Arkansas	■	□	□
California	□	□	■
Colorado	□	□	■
Connecticut	□	□	■
Delaware	□	□	■
District of Columbia	□	□	■
Florida	□	□	■
Georgia	□	■	□
Hawaii	□	■	□
Idaho	□	□	■
Illinois	□	□	■
Indiana	□	■	□
Iowa	■	□	□
Kansas	□	■	□
Kentucky	□	□	■
Louisiana	■	□	□
Maine	■	□	□
Maryland	■	□	□
Massachusetts	■	□	□
Michigan	□	■	□
Minnesota	□	■	□
Mississippi	□	■	□
Missouri	□	■	□
Montana	□	□	■
Nebraska	□	■	□
Nevada	□	□	■
New Hampshire	□	■	□
New Jersey	■	□	□
New Mexico	□	□	■
New York	■	□	□
North Carolina	□	□	■
North Dakota	□	■	□
Ohio	□	□	■
Oklahoma	□	□	■
Oregon	■	□	□
Pennsylvania <sup>1</sup>	■	□	□
Rhode Island	■	□	□
South Carolina	□	□	■
South Dakota	□	■	□
Tennessee	□	■	□
Texas	■	□	□
Utah	□	□	■
Vermont	■	□	□
Virginia	□	□	■
Washington	□	■	□
West Virginia	■	□	□
Wisconsin	■	□	□
Wyoming	□	■	□

Figure 32

1. Beginning January 1, 2013

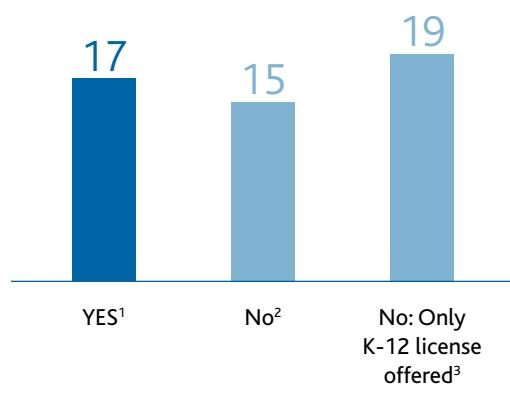


## EXAMPLES OF BEST PRACTICE

Unfortunately, NCTQ cannot highlight any state's policy in this area. Preparation of special education teachers remains a topic in critical need of states' attention. However, it is worth noting that three states—**Louisiana**, **Pennsylvania** and **Texas**—will no longer issue K-12 special education certifications. Only grade-level specific options will be available to new teachers.

Figure 33

*Do states require subject-matter testing for elementary special education licenses?*



1. **Strong Practice:** Alabama, Arkansas, Iowa, Kansas, Louisiana, Massachusetts, Michigan, Nebraska, New Jersey, New York, North Dakota, Oregon<sup>4</sup>, Pennsylvania<sup>5</sup>, Rhode Island, Texas, West Virginia, Wisconsin
2. Alaska, Georgia, Hawaii, Indiana, Maine, Maryland, Minnesota, Mississippi, Missouri, New Hampshire, South Dakota, Tennessee, Vermont, Washington, Wyoming
3. Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois, Kentucky, Montana, Nevada, New Mexico, North Carolina, Ohio, Oklahoma, South Carolina, Utah, Virginia
4. Although Oregon requires testing, the state allows an "alternative assessment" option for candidates who fail the tests twice to still be considered for a license.
5. In Pennsylvania, a candidate who opts for dual certification in elementary special education and as a reading specialist does not have to take a content test.

# Area 1: Delivering Well-Prepared Teachers

## Goal J – Assessing Professional Knowledge

**The state should use a licensing test to verify that all new teachers meet its professional standards.**

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should assess new teachers' knowledge of teaching and learning by means of a pedagogy test aligned to the state's professional standards.

### Findings

Most states rely on a set of teaching standards designed to articulate what teachers must know and be able to do. However, this approach requires a rigorous test to ensure that new teachers meet states' standards. Only 24 states require all new teachers to pass a pedagogy test in order to attain licensure, and 18 states do not require any pedagogy test.

Many states with pedagogy assessments rely on a commercially available test, suggesting either that it may not be necessary for each state to maintain its own set of standards or that a common instrument may not be sufficiently aligned to each state's unique standards.

In addition, a number of states are engaged in the Teacher Performance Assessment (TPA) Consortium. Although teachers' pedagogical skill may well be best assessed through a performance measure, states should proceed with caution until additional data are available on how the TPA compares to other teacher tests as well as whether its scores are predictive of student achievement. Given that it takes significant resources to administer a performance-based assessment, a test that nearly every teacher passes is of questionable value.

Figure 34

### *How States are Faring in Assessing Professional Knowledge*

 0 Best Practice States

 23 States Meet Goal  
Arizona, Arkansas, California, District of Columbia↑, Florida, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, West Virginia

 2 States Nearly Meet Goal  
Maryland, Rhode Island

 3 States Partly Meet Goal  
Idaho, North Carolina, Utah

 5 States Meet a Small Part of Goal  
Connecticut, Indiana, Missouri, Pennsylvania, Wyoming

 18 States Do Not Meet Goal  
Alabama, Alaska, Colorado, Delaware, Georgia, Hawaii↓, Iowa, Massachusetts, Michigan, Montana, Nebraska, New Hampshire, New Jersey, Oregon, Vermont, Virginia, Washington, Wisconsin

### Progress on this Goal Since 2009:

↑ : 1    ↔ : 49    ↓ : 1

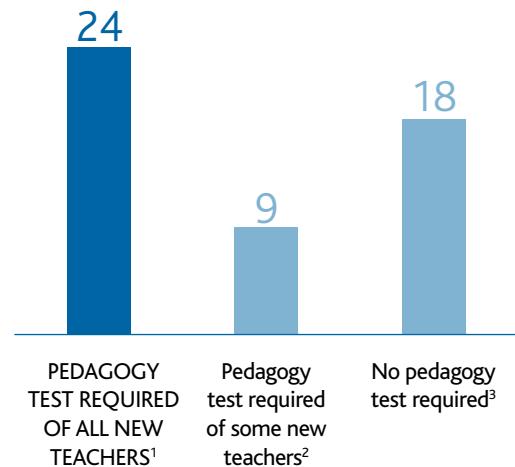


## EXAMPLES OF BEST PRACTICE

Twenty-three states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, it additionally commends the nine states (**Arizona, California, Florida, Illinois, Minnesota, New Mexico, New York, Oklahoma, Texas**) that utilize their own assessments to measure pedagogical knowledge and skills.

Figure 35

*Do states measure new teachers' knowledge of teaching and learning?*



1. **Strong Practice:** Arizona, Arkansas, California, District of Columbia, Florida, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, West Virginia

2. Connecticut, Idaho, Indiana, Maryland, Missouri, North Carolina, Pennsylvania, Utah<sup>4</sup>, Wyoming

3. Alabama, Alaska, Colorado, Delaware, Georgia, Hawaii, Iowa, Massachusetts, Michigan, Montana, Nebraska, New Hampshire, New Jersey, Oregon, Vermont, Virginia, Washington, Wisconsin

4. Not required until teacher advances from a Level One to a Level Two license.

# Area 1: Delivering Well-Prepared Teachers

## Goal K – Student Teaching

**The state should ensure that teacher preparation programs provide teacher candidates with a high-quality clinical experience.**

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that student teachers only be placed with cooperating teachers for whom there is evidence of their effectiveness as measured by consistent gains in student learning.
2. The state should require that teacher candidates spend at least 10 weeks student teaching.

### Findings

Though few would dispute the value of clinical practice, the job of providing apprenticeships for some 200,000 teacher candidates each year in real classrooms is a massive and complex undertaking. About 1,400 higher education institutions work with many thousands of school districts across the United States to place, mentor and supervise teacher candidates in what is popularly known as "student teaching." During the typical semester-long experience, student teaching candidates must synthesize everything they have learned about planning and delivering instruction, not to mention meetings with faculty and parents and classroom management. Passing (or failing) student teaching determines whether an individual will be recommended for certification as a licensed teacher. Surveys of new teachers suggest that student teaching is the most important part of their teaching training experience.

Because of the importance of the student teaching experience, NCTQ added a goal for 2011 to look at states' minimum requirements for the length of student teaching and whether the cooperating or mentoring teacher a student teacher is assigned is selected based on some measure of his or her effectiveness.

Figure 36

### *How States are Faring in Student Teaching*

-  0 Best Practice States
-  2 States Meet Goal  
Florida, Tennessee
-  1 State Nearly Meets Goal  
Kentucky
-  21 States Partly Meet Goal  
Alabama, Arkansas, Connecticut, Hawaii, Iowa, Kansas, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, Texas, Vermont, Washington, Wisconsin
-  5 States Meet a Small Part of Goal  
Indiana, Michigan, Oregon, Rhode Island, South Dakota
-  22 States Do Not Meet Goal  
Alaska, Arizona, California, Colorado, Delaware, District of Columbia, Georgia, Idaho, Illinois, Louisiana, Maine, Maryland, Massachusetts, Missouri, Montana, Nevada, New Mexico, New York, Utah, Virginia, West Virginia, Wyoming

#### Progress on this Goal Since 2009:

#### New Goal

The majority of states require a student teaching experience that is of sufficient length – 29 states require a program of at least 10 weeks. However, only two states require cooperating teachers to be chosen based on some measure of teacher effectiveness.

Figure 37

*Do states require the elements of a high-quality student teaching experience?*

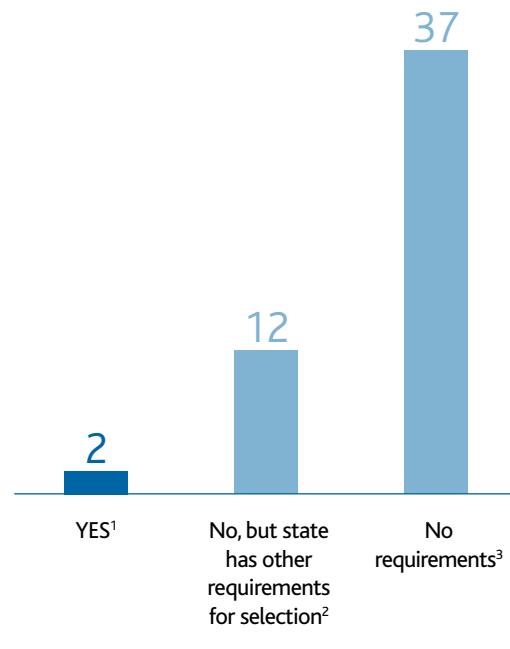


## EXAMPLES OF BEST PRACTICE

Although no state has been singled out for "best practice" honors, **Florida** and **Tennessee** require teacher candidates to complete at least 10 weeks of full-time student teaching, and they have taken steps toward ensuring that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.

Figure 38

*Is the selection of the cooperating teacher based on some measure of effectiveness?*



1. **Strong Practice:** Florida, Tennessee

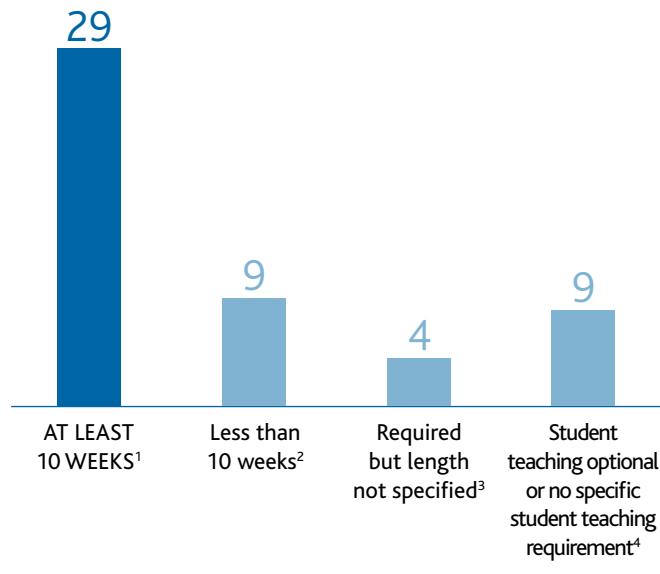
2. Alabama, Connecticut, Indiana, Iowa, Kentucky, Nebraska, New Hampshire, New Jersey, North Dakota, Pennsylvania, Washington, Wisconsin

3. Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming

1. Candidates can student teach for less than 12 weeks if determined to be proficient.

Figure 39

*Is the summative student teaching experience of sufficient length?*



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Florida, Hawaii, Iowa, Kansas, Kentucky, Michigan, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Washington, West Virginia<sup>5</sup>, Wisconsin

2. Idaho, Indiana, Louisiana, Massachusetts, Missouri, Nevada, New York, Virginia, Wyoming

3. Illinois, Maine, New Mexico, Utah

4. Alaska, Arizona, California, Colorado, Delaware, District of Columbia, Georgia, Maryland, Montana

5. Candidates can student teach for less than 12 weeks if determined to be proficient.

# Area 1: Delivering Well-Prepared Teachers

## Goal L – Teacher Preparation Program Accountability

The state's approval process for teacher preparation programs should hold programs accountable for the quality of the teachers they produce.

### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should collect value-added data that connects student achievement gains to teacher preparation programs.
2. The state should collect other meaningful data that reflects program performance, including some or all of the following:
  - a. Average raw scores of teacher candidates on licensing tests, including basic skills, subject matter and professional knowledge tests;
  - b. Number of times, on average, it takes teacher candidates to pass licensing tests;
  - c. Satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison;
  - d. Evaluation results from the first and/or second year of teaching;
  - e. Five-year retention rates of graduates in the teaching profession.
3. The state should establish the minimum standard of performance for each category of data. Programs should be held accountable for meeting these standards, with articulated consequences for failing to do so, including loss of program approval.
4. The state should produce and publish on its website an annual report card that shows all the data the state collects on individual teacher preparation programs.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Figure 40

### *How States are Faring in Teacher Preparation Program Accountability*

1	<b>Best Practice State</b> Florida
1	<b>State Meets Goal</b> Louisiana
5	<b>States Nearly Meet Goal</b> Alabama, Colorado↑, Georgia↑, Tennessee, Texas
6	<b>States Partly Meet Goal</b> Kentucky, Michigan, Nevada, North Carolina, Rhode Island, South Carolina
16	<b>States Meet a Small Part of Goal</b> Arizona, Illinois↑, Iowa, Maryland, Massachusetts, Mississippi, Missouri, Montana, New Jersey, Ohio, Oklahoma, Pennsylvania, Vermont, Virginia, Washington, West Virginia↑
22	<b>States Do Not Meet Goal</b> Alaska, Arkansas↓, California, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Indiana, Kansas↓, Maine, Minnesota, Nebraska, New Hampshire, New Mexico, New York, North Dakota, Oregon↓, South Dakota, Utah, Wisconsin, Wyoming

#### Progress on this Goal Since 2009:

↑ : 4    ↔ : 44    ↓ : 3

## Findings

States have ineffective processes for approving traditional teacher preparation programs and alternate routes, collecting little data that can be used to hold all programs accountable for the quality of the teachers they produce.

Few states connect the program approval process to measurable outcome data about programs' graduates. Just half the states (25) collect any meaningful objective data on teacher preparation programs that reflect program effectiveness, and just 17 states collect such data on alternate routes. Only five states set minimum performance standards for traditional programs—and only two states set such standards for alternate routes. There has been some improvement in the number of states reporting data on the academic achievement of their graduates' students. Six states now connect the performance of students to their teachers and the institutions where their teachers were trained; however, even more progress might have been expected, as this was a significant focus area in states' winning Race to the Top plans.

There has actually been a drop in the number of states providing the public with information about the effectiveness of programs. Only 14 states post any data at all about individual program performance on their websites (down from 17 states in 2009), and only 10 states make data about alternate route program performance available to the public.

Figure 41

*Do states hold teacher preparation programs accountable?*

	TRADITIONAL PREPARATION			ALTERNATIVE PREPARATION		
	OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE	OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE
Alabama	■	■	■	■	□	■ <sup>1</sup>
Alaska	□	□	□	□	□	□
Arizona	■	□	□	■	□	□
Arkansas	□	□	□	□	□	□
California	□	□	□	□	□	□
Colorado	■	□	■	■	□	■
Connecticut	□	□	□	□	□	□
Delaware	□	□	□	■	□	■ <sup>2</sup>
District of Columbia	□	□	□	□	□	□
Florida	■	■	■	■	■	■ <sup>1</sup>
Georgia	■	□	■	■	□	■
Hawaii	□	□	□	□	□	□
Idaho	□	□	□	□	□	□
Illinois	■	□	□	■	□	□
Indiana	□	□	□	□	□	□
Iowa	■	□	□	■	□	□
Kansas	□	□	□	□	□	□
Kentucky	■	□	■	■	□	■ <sup>1</sup>
Louisiana	■	■	■	■	■	■
Maine	□	□	□	□	□	□
Maryland	□	□	□	■	□	□
Massachusetts	■	□	□	■	□	□
Michigan	■	■	■	■	□	■
Minnesota	□	□	□	□	□	□
Mississippi	■	□	□	□	□	□
Missouri	■	□	□	□	□	□
Montana	■	□	□	□	□	□
Nebraska	□	□	□	□	□	□
Nevada	■	■	□	□	□	□
New Hampshire	□	□	□	□	□	□
New Jersey	■	□	□	□	□	□
New Mexico	□	□	□	□	□	□
New York	□	□	□	□	□	□
North Carolina	■	□	■	□	□	□
North Dakota	□	□	□	□	□	□
Ohio	□	□	■	□	□	□
Oklahoma	□	□	■	□	□	□
Oregon	□	□	□	□	□	□
Pennsylvania	■	□	□	□	□	□
Rhode Island	■	□	■	□	□	□
South Carolina	■	□	■	□	□	□
South Dakota	□	□	□	□	□	□
Tennessee	■	□	■	■	□	■
Texas	■	□	■	■	□	■
Utah	□	□	□	□	□	□
Vermont	■	□	□	■	□	□
Virginia	■	□	□	□	□	□
Washington	□	□	□	■	□	□
West Virginia	■	□	□	□	□	□
Wisconsin	□	□	□	□	□	□
Wyoming	□	□	□	□	□	□
	25	5	14	17	2	10

1. Reported institutional data do not distinguish between candidates in the traditional and alternate route programs.

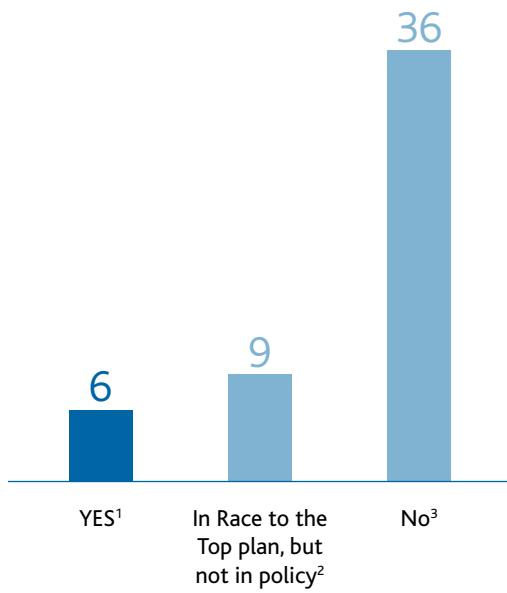
2. The posted data do not allow the public to review and compare program performance because data are not disaggregated by program provider.

## ★ EXAMPLES OF BEST PRACTICE

**Florida** connects student achievement gains to teacher preparation programs. The state also relies on other objective, meaningful data to measure the performance of teacher preparation programs, and it applies transparent, measurable criteria for conferring program approval. Florida also posts an annual report on its website.

Figure 42

*Do states use student achievement data to hold teacher preparation programs accountable?*



1. Strong Practice: Colorado, Florida, Georgia, Louisiana, Tennessee, Texas

2. Delaware, District of Columbia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, Rhode Island

3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Figure 43

*Which states collect meaningful data?*

### AVERAGE RAW SCORES ON LICENSING TESTS

Alabama, Louisiana, Michigan, New Jersey, Tennessee, West Virginia

### SATISFACTION RATINGS FROM SCHOOLS

Alabama, Arizona, Florida, Iowa, Kentucky, Maryland<sup>1</sup>, Michigan, Mississippi, Missouri, Nevada, New Jersey, Tennessee, Virginia, Washington<sup>1</sup>, West Virginia

### EVALUATION RESULTS FOR PROGRAM GRADUATES

Alabama, Arizona, Delaware<sup>1</sup>, Florida, Illinois, Iowa, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont

### STUDENT LEARNING GAINS

Colorado, Florida, Georgia, Louisiana, Tennessee, Texas

### TEACHER RETENTION RATES

Arizona, Colorado, Delaware<sup>1</sup>, Missouri, New Jersey

1. For alternate route only

Figure 44

*What is the relationship between state program approval and national accreditation?*

	STATE HAS ITS OWN APPROVAL STANDARDS	National accreditation is required for state approval	National accreditation for state approval can be substituted for state approval	While not technically required, the approval process is indistinguishable from accreditation	While not technically required, there is some overlap
Alabama	█	□	□	□	□
Alaska	□	█	□	□	□
Arizona <sup>1</sup>	□	□	□	█	□
Arkansas	□	█	□	□	□
California	█	□	□	□	□
Colorado	█	□	□	□	□
Connecticut	□	□	□	█	□
Delaware	□	█	□	□	□
District of Columbia	□	█	□	□	□
Florida	█	□	□	□	□
Georgia	□	□	█	□	□
Hawaii <sup>1</sup>	□	█	□	□	□
Idaho	□	□	□	█	□
Illinois <sup>1</sup>	□	□	□	█	□
Indiana	□	□	□	□	█
Iowa	█	□	□	□	□
Kansas	█	□	□	□	□
Kentucky	□	□	□	□	█
Louisiana	█	□	□	□	□
Maine	□	□	█	□	□
Maryland	□	█	□	□	□
Massachusetts	█	□	□	□	□
Michigan	□	█	□	□	□
Minnesota	█	□	□	□	□
Mississippi	□	□	█	□	□
Missouri	□	□	□	□	█
Montana	□	□	□	□	█
Nebraska	█	□	□	□	□
Nevada	█	□	□	□	□
New Hampshire	█	□	□	□	□
New Jersey	□	█	□	□	□
New Mexico	█	□	□	□	□
New York	█	□	□	□	□
North Carolina	□	█	□	□	□
North Dakota	□	□	□	□	█
Ohio <sup>1</sup>	□	□	□	█	□
Oklahoma	□	█	□	□	□
Oregon	█	□	□	□	□
Pennsylvania	█	□	□	□	□
Rhode Island	█	□	□	□	□
South Carolina	□	□	□	□	█
South Dakota	█	□	□	□	□
Tennessee	█	□	□	□	□
Texas <sup>1</sup>	□	□	□	█	□
Utah	□	□	□	█	□
Vermont	█	□	□	□	□
Virginia	□	□	█	□	□
Washington	█	□	□	□	□
West Virginia	█	□	□	□	□
Wisconsin	█	□	□	□	□
Wyoming	□	□	□	█	□

23 10 4 8 6

1. According to information posted on NCATE's website.

## Area 2: Expanding the Pool of Teachers

### Goal A – Alternate Route Eligibility

**The state should require alternate route programs to exceed the admission requirements of traditional preparation programs while also being flexible to the needs of nontraditional candidates.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. With some accommodation for work experience, alternate route programs should screen candidates for academic ability, such as requiring a minimum 2.75 overall college GPA.
2. All alternate route candidates, including elementary candidates and those having a major in their intended subject area, should be required to pass the state's subject-matter licensing test.
3. Alternate route candidates lacking a major in the intended subject area should be able to demonstrate subject-matter knowledge by passing a test of sufficient rigor.

#### Findings

The concept behind the alternate route in teaching is that the nontraditional candidate should be able to demonstrate strong subject-area knowledge and above average academic background in exchange for flexibility on meeting traditional teacher preparation coursework and major requirements. In fact, the standards for admission into alternate routes should exceed what is required for entry into traditional teacher education programs. While 12 states have made progress on this goal since 2009, it is still the case that many states fail to effectively screen candidates seeking admission to their alternate routes or provide adequate flexibility for how the admissions requirements they do have can be met.

Only 13 states set higher academic standards for alternate route programs than for traditional programs, while 19 states do not require alternate route candidates to meet any academic standard at all. Not quite half the states (24) require all alternate route candidates to pass a subject-matter test as a condition of admission, and 26 states either do not test the content knowledge of pro-

Figure 45

#### *How States are Faring in Alternate Route Eligibility*

 2	<b>Best Practice States</b> District of Columbia↑, Michigan↑
 1	<b>State Meets Goal</b> Minnesota↑
 13	<b>States Nearly Meet Goal</b> Alabama↑, Arkansas, Connecticut, Illinois, Louisiana, Maryland↑, Massachusetts, New York, Ohio↑, Oklahoma, Pennsylvania, Rhode Island, Tennessee
 15	<b>States Partly Meet Goal</b> Arizona↓, Delaware↑, Florida, Indiana↑, Iowa↑, Kansas↑, Kentucky, Mississippi, New Jersey↓, North Carolina, South Dakota↑, Texas, Virginia, Washington, West Virginia
 13	<b>States Meet a Small Part of Goal</b> Alaska, California↓, Colorado↓, Georgia↓, Idaho↓, Maine, Missouri, Nevada↑, New Hampshire, Oregon, South Carolina, Vermont, Wyoming
 7	<b>States Do Not Meet Goal</b> Hawaii↓, Montana, Nebraska, New Mexico, North Dakota, Utah, Wisconsin

#### Progress on this Goal Since 2009:

↑ : 12    ↔ : 32    ↓ : 7

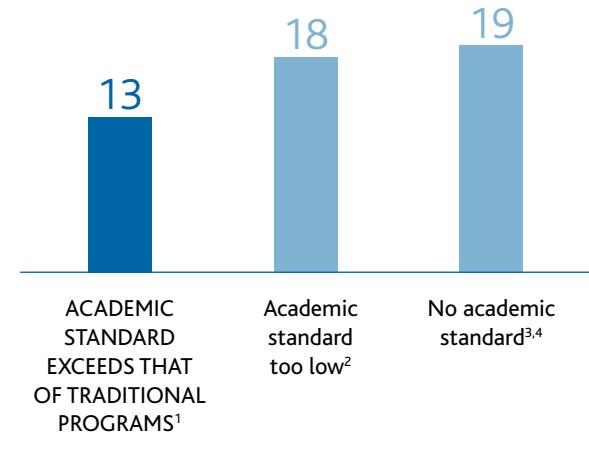
Figure 46

Are states' alternate routes selective yet flexible in admissions?



Figure 47

Do states require alternate routes to be selective?



1. **Strong Practice:** Connecticut, District of Columbia, Illinois, Indiana, Iowa, Maryland, Michigan, Minnesota, New Jersey, New York, Pennsylvania, Rhode Island, Tennessee

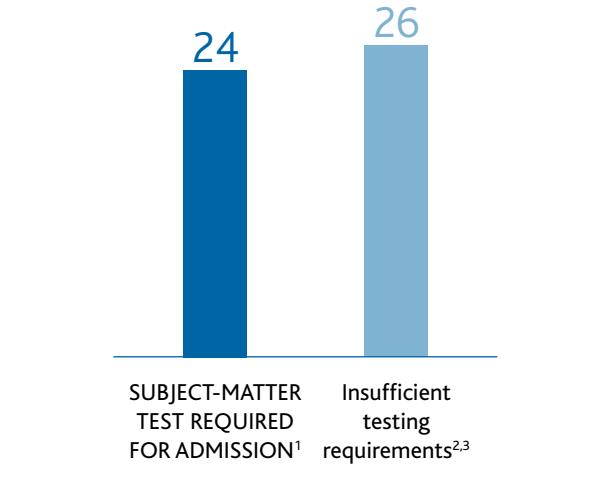
2. Alabama, Alaska, Arkansas, Florida, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Nebraska, North Carolina, Ohio, Oklahoma, South Carolina, South Dakota, Texas, West Virginia, Wyoming

3. Arizona, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Maine, Massachusetts, Montana, Nevada, New Hampshire, New Mexico, Oregon, Utah, Vermont, Virginia, Washington, Wisconsin

4. North Dakota does not have an alternate route to certification.

Figure 48

Do states ensure that alternate route teachers have subject-matter knowledge?



1. **Strong Practice:** Alabama, Arizona, Arkansas, Connecticut<sup>4</sup>, District of Columbia, Florida, Illinois<sup>4</sup>, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, New York, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Virginia, Washington, West Virginia

2. State does not require test at all, exempts some candidates or does not require passage until program completion. Alaska, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Maine, Maryland, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Utah, Vermont, Wisconsin, Wyoming

3. North Dakota does not have an alternate route to certification.

4. Required prior to entering the classroom.

Figure 46

1. North Dakota does not have an alternate route to certification.

## Findings continued

spective teaching candidates at all, exempt some candidates or put off requiring candidates to demonstrate mastery of content until the program has been completed.

Only 27 states have admissions criteria that are flexible to the needs and backgrounds of nontraditional candidates, who may have deep subject-area knowledge in a content area other than the one in which they have an undergraduate major. The remaining states require candidates to have a subject-area major but do not permit candidates to demonstrate subject knowledge by passing a test.

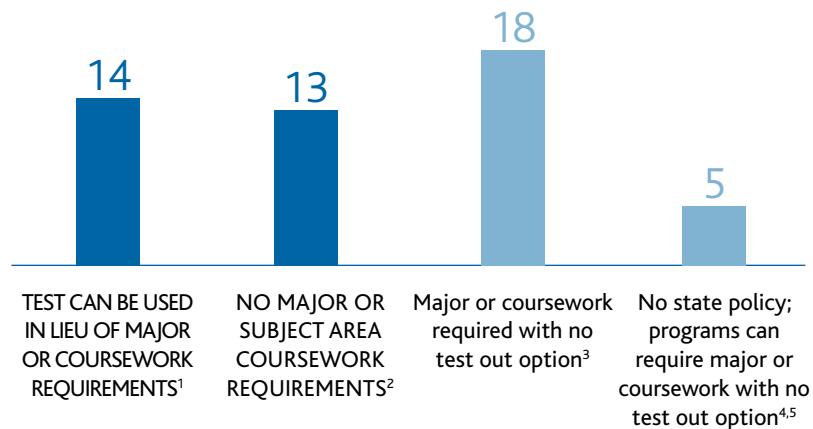
Compared to 2009, when just two states (Connecticut and Illinois) met admission criteria for a quality alternate route, five states (Connecticut, District of Columbia, Illinois, Massachusetts and Michigan) now require alternate route candidates to have a GPA higher than what is generally expected in a traditional preparation program, require that all candidates pass a subject-area test and provide flexibility built into its policy that respects nontraditional candidates' diverse backgrounds

## ★ EXAMPLES OF BEST PRACTICE

The **District of Columbia** and **Michigan** require candidates to demonstrate above-average academic performance as conditions of admission to an alternate route program, with both requiring applicants to have a minimum 3.0 GPA. In addition, neither state requires a content-specific major; subject-area knowledge is demonstrated by passing a test, making their alternate routes flexible to the needs of nontraditional candidates.

Figure 49

*Do states accommodate the nontraditional background of alternate route candidates?*



1. **Strong Practice:** Alabama, California, Colorado, Connecticut<sup>6</sup>, Florida, Georgia, Maine, Maryland, North Carolina, Oklahoma, Oregon, Rhode Island, Tennessee, Texas

2. **Strong Practice:** Arizona, Arkansas, District of Columbia, Illinois, Iowa, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Ohio, Virginia, Washington

3. Alaska, Delaware, Indiana, Kansas, Kentucky, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, West Virginia, Wyoming

4. Hawaii, Idaho, Nevada, New Mexico, Wisconsin

5. North Dakota does not have an alternate route to certification.

6. Test out option available to candidates in shortage areas only.

## Area 2: Expanding the Pool of Teachers

### Goal B – Alternate Route Preparation

**The state should ensure that its alternate routes provide streamlined preparation that is relevant to the immediate needs of new teachers.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that the amount of coursework it either requires or allows is manageable for a novice teacher. Anything exceeding 12 credit hours of coursework in the first year may be counterproductive, placing too great a burden on the teacher. This calculation is premised on no more than six credit hours in the summer, three in the fall and three in the spring.
2. The state should ensure that alternate route programs offer accelerated study not to exceed six (three credit) courses for secondary teachers and eight (three credit) courses for elementary teachers (exclusive of any credit for practice teaching or mentoring) over the duration of the program. Programs should be limited to two years, at which time the new teacher should be eligible for a standard certificate.
3. All coursework requirements should target the immediate needs of the new teacher (e.g., seminars with other grade-level teachers, training in a particular curriculum, reading instruction and classroom management techniques).
4. The state should ensure that candidates have an opportunity to practice teach in a summer training program. Alternatively, the state can require an intensive mentoring experience, beginning with a trained mentor assigned full time to the new teacher for the first critical weeks of school and then gradually reduced. The state should support only induction strategies that can be effective even in a poorly managed school: intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe effective teachers.

Figure 50

#### *How States are Faring in Alternate Route Preparation*

 1	<b>Best Practice State</b> Connecticut
 4	<b>States Meet Goal</b> Arkansas, Delaware↑, Georgia, New Jersey
 7	<b>States Nearly Meet Goal</b> Alabama, Florida, Maryland↑, Mississippi, Rhode Island↑, South Carolina, Virginia
 11	<b>States Partly Meet Goal</b> Alaska, California, Kentucky, Louisiana, Massachusetts, Nevada↑, New Mexico, New York, Ohio↑, South Dakota, West Virginia
 18	<b>States Meet a Small Part of Goal</b> Arizona, Colorado, District of Columbia, Idaho, Illinois, Indiana, Iowa↓, Kansas↑, Michigan↑, Minnesota↑, Missouri, Oklahoma, Pennsylvania, Tennessee, Texas, Utah, Washington, Wyoming
 10	<b>States Do Not Meet Goal</b> Hawaii, Maine, Montana, Nebraska, New Hampshire, North Carolina, North Dakota, Oregon, Vermont, Wisconsin

#### Progress on this Goal Since 2009:

↑ : 8    ↔ : 42    ↓ : 1

## Findings

Most states do not ensure that their alternate routes provide manageable, relevant coursework and mentoring focused on the immediate needs of new teachers. Most states either require or allow programs to establish coursework requirements that are more in keeping with traditional preparation programs, and few ensure intensive mentoring.

Only 13 states appropriately limit the amount of coursework that can be required of alternate route teachers. It is not sufficient, however, just to limit the quantity of coursework; states should also ensure that any required coursework meets the immediate needs of alternate route teachers. Only 12 states currently do so.

Ideally, alternate route teachers should have a practice teaching experience before becoming the teacher of record; this is required in 18 states. However, recognizing that practice teaching may not be feasible for all alternate route candidates, the need for mentoring and induction is especially critical. Although many states require programs to provide mentoring, they are typically vague about the extent and nature of services to be provided. Only 13 states require that alternate route teachers receive mentoring of high quality and intensity.

Figure 51

*Do states' alternate routes provide streamlined preparation that meets the immediate needs of new teachers?*

	STREAMLINED COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING OPPORTUNITY	INTENSIVE SUPPORT
Alabama	■	□	■	□	□
Alaska	□	■	■	■	■
Arizona	□	□	■	■	□
Arkansas	■	■	■	□	■
California	□	□	■	□	□
Colorado	■	□	■	□	□
Connecticut	■	■	■	■	■
Delaware	■	■	■	■	■
District of Columbia	□	□	□	■	■
Florida <sup>1</sup>	■	■	■	■	■
Georgia	■	■	■	□	■
Hawaii	□	□	□	□	□
Idaho	□	□	□	□	□
Illinois	□	□	□	□	□
Indiana	□	□	□	■	□
Iowa	□	□	■	■	□
Kansas	□	□	■	□	□
Kentucky	□	□	■	□	■
Louisiana	□	□	■	■	□
Maine	□	□	□	□	□
Maryland	■	■	■	■	■
Massachusetts	□	■	□	■	■
Michigan	□	□	□	■	□
Minnesota	□	□	■	□	□
Mississippi	■	■	■	□	□
Missouri	□	□	■	□	□
Montana	□	□	□	□	□
Nebraska	□	□	□	■	□
Nevada	□	□	■	□	□
New Hampshire	□	□	□	□	□
New Jersey	■	■	■	□	■
New Mexico	□	□	□	■	□
New York	□	□	■	□	■
North Carolina	□	□	□	□	□
North Dakota <sup>2</sup>	□	□	□	□	□
Ohio	□	□	□	■	□
Oklahoma	□	□	□	□	□
Oregon	□	□	□	□	□
Pennsylvania	□	□	□	□	□
Rhode Island	■	■	□	■	□
South Carolina	■	□	□	□	□
South Dakota	□	□	■	□	□
Tennessee	□	□	■	□	□
Texas	□	□	■	□	□
Utah	□	□	■	□	□
Vermont	□	□	□	■	□
Virginia	■	■	■	■	□
Washington	□	□	■	□	□
West Virginia	□	□	■	□	■
Wisconsin	□	□	□	□	□
Wyoming	□	□	■	□	□

13 12 29 18 13

1. Florida requires practice teaching or intensive mentoring.

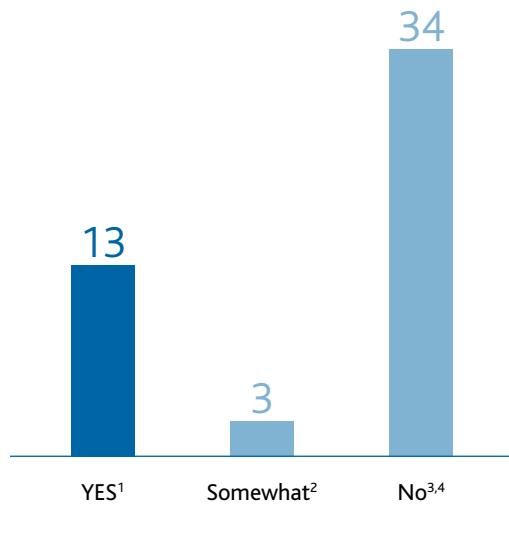
2. North Dakota does not have an alternate route to certification.

## ★ EXAMPLES OF BEST PRACTICE

**Connecticut** ensures that its alternate route provides streamlined preparation that meets the immediate needs of new teachers. The state requires a manageable number of credit hours, relevant coursework, a field placement and intensive mentoring. Other notable states include **Arkansas, Delaware, Georgia** and **New Jersey**. These states provide streamlined, relevant coursework with intensive mentoring.

Figure 52

*Do states curb excessive coursework requirements?*



1. **Strong Practice:** Alabama, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Maryland, Mississippi, New Jersey, Rhode Island, South Carolina, Virginia

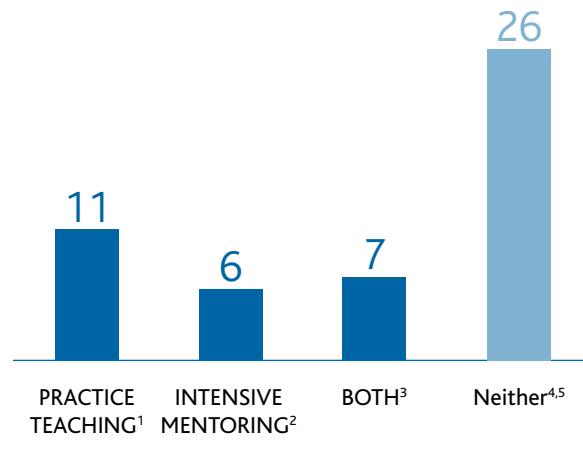
2. Indiana, Nevada, Wyoming

3. Alaska, Arizona, California, District of Columbia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, Wisconsin

4. North Dakota does not have an alternate route to certification.

Figure 53

*Do states require practice teaching or intensive mentoring?*



1. **Strong Practice:** Arizona, Indiana, Iowa, Louisiana, Michigan, Nebraska, New Mexico, Ohio, Rhode Island, Vermont, Virginia

2. **Strong Practice:** Arkansas, Georgia, Kentucky, New Jersey, New York, West Virginia

3. **Strong Practice:** Alaska, Connecticut, Delaware, District of Columbia, Florida<sup>6</sup>, Maryland, Massachusetts

4. Alabama, California, Colorado, Hawaii, Idaho, Illinois, Kansas, Maine, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Washington, Wisconsin, Wyoming

5. North Dakota does not have an alternate route to certification.

6. Candidates are required to have one or the other, not both.

## Area 2: Expanding the Pool of Teachers

### Goal C – Alternate Route Usage and Providers

**The state should provide an alternate route that is free from regulatory obstacles that limit its usage and providers.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should not treat the alternate route as a program of last resort or restrict the availability of alternate routes to certain subjects, grades or geographic areas.
2. The state should allow districts and nonprofit organizations other than institutions of higher education to operate alternate route programs.
3. The state should ensure that its alternate route has no requirements that would be difficult to meet for a provider that is not an institution of higher education (e.g., an approval process based on institutional accreditation).

#### Findings

Many states limit the usage and providers of their alternate routes, preventing these routes from providing a true alternative pathway into the teaching profession. However, states are making some progress on this goal. Compared to 2009 when NCTQ identified only 20 states that allowed broad usage of their alternate routes across subjects, grades and geographic areas and permitted a diversity of providers beyond institutions of higher education, 26 states now allow both broad usage and a diversity of providers. However, there are still 20 states that limit alternate route providers to colleges and universities.

Figure 54

*How States are Faring in Alternate Route Usage and Providers*

 0 Best Practice States

 26 States Meet Goal

Arizona↑, Arkansas, California, Colorado, Connecticut↑, Delaware, District of Columbia, Florida, Georgia, Illinois↑, Kentucky, Louisiana, Maryland, Massachusetts, Michigan↑, Nevada↑, New Hampshire, New York↑, North Carolina, Ohio↑, Pennsylvania↑, Rhode Island, Tennessee, Texas, Virginia, Washington↑

 4 States Nearly Meet Goal  
Minnesota↑, New Jersey, South Dakota, Utah

 7 States Partly Meet Goal  
Alabama↑, Indiana, Montana, New Mexico, Oklahoma, West Virginia, Wisconsin

 4 States Meet a Small Part of Goal  
Idaho↑, Mississippi, South Carolina, Vermont

 10 States Do Not Meet Goal  
Alaska, Hawaii, Iowa, Kansas, Maine, Missouri, Nebraska, North Dakota, Oregon, Wyoming

Progress on this Goal Since 2009:

↑ : 12    ↔ : 39    ↓ : 0

Figure 55

Are states' alternate routes free from limitations?



Figure 56

Can alternate route teachers teach any subject or grade anywhere in the state?

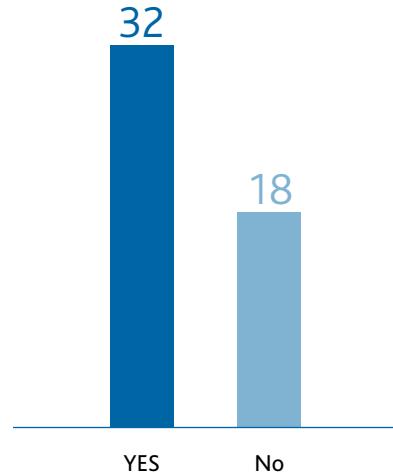
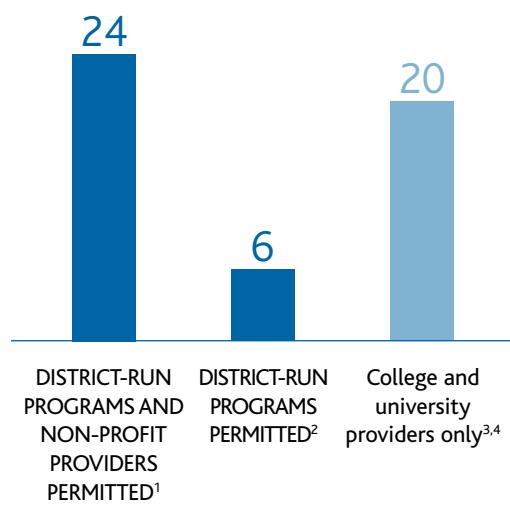


Figure 55 and 56

1. Alabama offers routes without restrictions for candidates with master's degrees. The route for candidates with bachelor's degrees is limited to certain subjects.
2. North Dakota does not have an alternate route to certification.

Figure 57

*Do states permit providers other than colleges or universities?*



**EXAMPLES OF BEST PRACTICE**

Twenty-six states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, it commends all states that permit both broad usage and a diversity of providers for their alternate routes.

1. **Strong Practice:** Arizona, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Nevada, New Hampshire, New York, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington, Wisconsin

2. **Strong Practice:** California, Colorado, Georgia, North Carolina, Vermont<sup>5</sup>, West Virginia

3. Alabama, Alaska, Hawaii, Idaho<sup>6</sup>, Indiana, Iowa, Kansas, Maine, Minnesota, Mississippi<sup>6</sup>, Missouri<sup>6</sup>, Montana, Nebraska, New Jersey<sup>7</sup>, New Mexico, Oregon, South Carolina<sup>6</sup>, South Dakota<sup>7</sup>, Utah<sup>8</sup>, Wyoming

4. North Dakota does not have an alternate route to certification.

5. Districts can run Peer Review programs only.

6. ABCTE is also an approved provider.

7. Teach For America is an approved provider, but candidates must take coursework at a college or university.

8. Permits school districts to provide programs without university partnerships in some circumstances.

## Do states provide real alternative pathways to certification?

At this point, every state but North Dakota has something on the books that can be classified as an "alternate route to certification," but most states have considerable work to do to make their alternate routes viable pathways into the teaching profession. There remains considerable variation in both the quality of states' routes and how much of an alternative from traditional preparation such routes actually provide, and, unfortunately, this is not an area where there has been much change. NCTQ finds that just seven states (up from five in 2009) offer genuine alternate routes that provide an accelerated, responsible and flexible pathway into the teaching profession for talented individuals.

Other states have shifted away from the original vision of the alternate route movement established three decades ago, interpreting them as little more than "earn as you learn" and requiring or permitting program providers to demand a program of study virtually identical to what is required of traditional route teachers. On the other hand, coupled with negligible admissions criteria, the requirements for some states' alternate routes resemble what used to be labeled emergency certification. In half of the states (25), alternate routes are in need of significant improvement, and in 18 states, alternate routes can only be called disingenuous.

Figure 58

*Do states provide real alternative pathways to certification?*

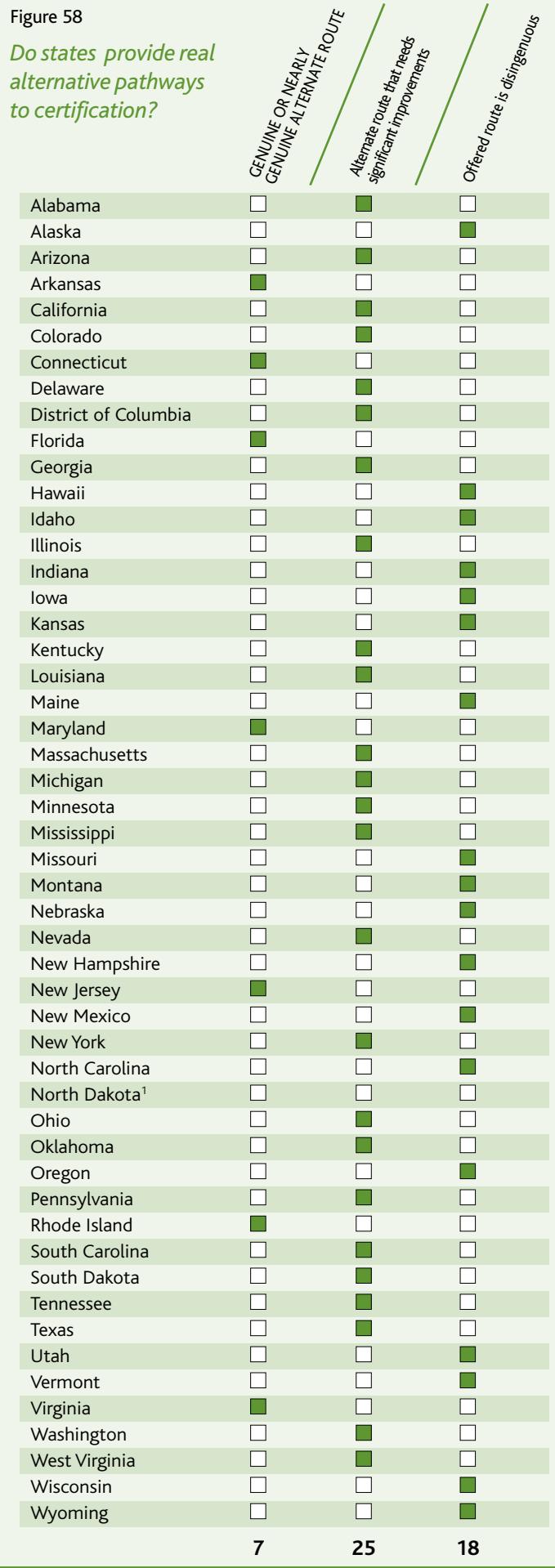


Figure 58

1. North Dakota does not have an alternate route to certification.

Figure 59

What are the characteristics of states' alternate routes?



13 24 27 13 12 29 24 32 29

## Area 2: Expanding the Pool of Teachers

### Goal D – Part-Time Teaching Licenses

**The state should offer a license with minimal requirements that allows content experts to teach part time.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Either through a discrete license or by waiving most licensure requirements, the state should authorize individuals with content expertise to teach as part-time instructors.
2. All candidates for a part-time teaching license should be required to pass a subject-matter test.
3. Other requirements for this license should be limited to those addressing public safety (e.g., background screening) and those of immediate use to the novice instructor (e.g., classroom management training).

#### Findings

Growing largely out of interest in finding creative solutions to the crisis need for science, technology, engineering and mathematics (STEM) teachers, this new goal focuses on whether state licensing requirements allow for licenses with minimal requirements that would allow content experts to teach part time. While teaching waivers or temporary licenses are not typically used this way, such licenses could be put into the service of allowing competent professionals from outside of education to be hired as part-time instructors to teach specific, high-need courses such as chemistry or calculus, as long as the instructor demonstrates content knowledge on a rigorous test. Just nine states clearly offer such a part-time license, and seven more states offer such a license with restrictions or have vague guidelines that likely would allow the state to use a license in this way.

Figure 60

#### *How States are Faring in Part Time Teaching Licenses*

 1	<b>Best Practice State</b> Arkansas
 2	<b>States Meet Goal</b> Florida, Georgia
 5	<b>States Nearly Meet Goal</b> Kentucky, South Carolina, Tennessee, Texas, Utah
 4	<b>States Partly Meet Goal</b> California, Louisiana, Ohio, Oklahoma
 6	<b>States Meet a Small Part of Goal</b> Colorado, Kansas, Mississippi, Montana, New York, Washington
 33	<b>States Do Not Meet Goal</b> Alabama, Alaska, Arizona, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Illinois, Indiana, Iowa, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

**Progress on this Goal Since 2009:**

**New Goal**

Figure 61

*Do states offer a license with minimal requirements that allows content experts to teach part-time?*

	YES	No
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input checked="" type="checkbox"/> 1	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/> 1	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/> 1	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/> 2	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>

16 35

## EXAMPLES OF BEST PRACTICE

**Arkansas** offers a license with minimal requirements that allows content experts to teach part time. Individuals seeking this license must pass a subject-matter test and are also required to complete specially-designed pedagogy training that is not overly burdensome.

1. License has restrictions.

2. It appears that the state has a license that may be used for this purpose; guidelines are vague.

## Area 2: Expanding the Pool of Teachers

### Goal E – Licensure Reciprocity

**The state should help to make licenses fully portable among states, with appropriate safeguards.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should offer a standard license to fully certified teachers moving from other states, without relying on transcript analysis or recency requirements as a means of judging eligibility. The state can and should require evidence of good standing in previous employment.
2. The state should uphold its standards for all teachers by insisting that certified teachers coming from other states meet the incoming state's testing requirements.
3. The state should accord the same license to teachers from other states who completed an approved alternate route program that it accords teachers prepared in a traditional preparation program.

#### Findings

Despite the increasing mobility of the workforce, most states make it unnecessarily difficult for licensed teachers moving from one state to another to obtain an equivalent teaching license and/or fail to provide safeguards to teacher quality by ensuring that incoming teachers meet state testing requirements. Other licensed professions (such as law and accounting) typically rely on testing to judge an individual's suitability for an equivalent state license. In teaching, however, only nine states provided license reciprocity with no strings attached. The other 42 states have restrictive policies, which may require licensed out-of-state teachers to complete additional coursework or to have taught a certain number of years within a recent time period—even though the teacher has already completed a traditional teacher preparation program.

States have even more restrictive policies regarding out-of-state teachers prepared in an alternate route. Six states have overt policies that place ad-

Figure 62

#### *How States are Faring in Licensure Reciprocity*

 2	<b>Best Practice States</b> Alabama, Texas
 0	<b>States Meet Goal</b>
 3	<b>States Nearly Meet Goal</b> Idaho, Ohio, Washington
 13	<b>States Partly Meet Goal</b> Alaska, Delaware, Illinois↑, Massachusetts, Minnesota, New York, North Carolina, North Dakota, Pennsylvania, South Dakota, Utah, West Virginia, Wisconsin
 15	<b>States Meet a Small Part of Goal</b> Colorado, Florida, Georgia, Hawaii, Indiana, Maryland, Mississippi, Missouri, New Hampshire, Oklahoma, Oregon↑, Rhode Island, Tennessee, Virginia, Wyoming
 18	<b>States Do Not Meet Goal</b> Arizona, Arkansas, California, Connecticut, District of Columbia, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Montana, Nebraska, Nevada, New Jersey, New Mexico, South Carolina, Vermont

#### Progress on this Goal Since 2009:

↑ : 2    ↔ : 49    ↓ : 0

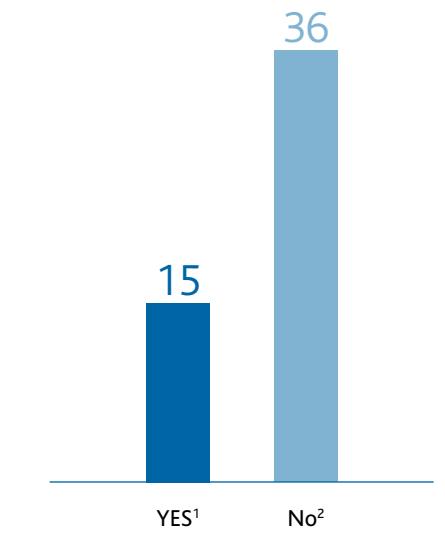
## Findings

ditional requirements on such teachers, while 39 states have policies with the potential to create obstacles for fully licensed alternate route teachers.

Interestingly, while restricting license portability by holding fast to coursework requirements, many states appear perfectly willing to waive a much more important requirement: passage of state licensure tests. These tests provide a mechanism to ensure that teachers meet a particular state's expectations, yet they are routinely waived for teachers with just a few years of experience. Particularly given the variance of the passing scores required on licensure tests, states take considerable risk in assuming that a teacher that passed another state's test would meet its passing score as well. Only 15 states require all out-of-state teachers seeking licensure to pass their licensing tests or provide evidence that they meet the required score in another state.

Figure 63

*Do states require all out-of-state teachers to pass their licensure tests?*



1. **Strong Practice:** Alabama, Alaska, Idaho, Illinois, Massachusetts, Minnesota, New York<sup>3</sup>, North Dakota, Ohio, Pennsylvania<sup>4</sup>, South Dakota, Texas, Utah, Washington<sup>3</sup>, Wisconsin

2. Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Montana<sup>4</sup>, Nebraska<sup>4</sup>, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, West Virginia, Wyoming

3. Exception for teachers with National Board Certification.

4. No subject-matter testing for any teacher certification.

Figure 64

1. For traditionally prepared teachers only.

2. Transcript review required for those with less than 3 years experience.

Figure 64

*What do states require of teachers transferring from other states?*

	LICENSE RECIPROCITY WITH NO STRINGS ATTACHED	Transcript analysis	Recency requirements
Alabama	■	□	□
Alaska	□	■	■
Arizona	□	■	□
Arkansas	□	■	□
California	□	■	□
Colorado	□	■	□
Connecticut	□	■	■
Delaware	■	□	□
District of Columbia	□	■	□
Florida	□	■	□
Georgia	□	□	■
Hawaii	□	■	□
Idaho	□	■	□
Illinois	□	■	□
Indiana	□	■	□
Iowa	□	■	■
Kansas	□	■	■
Kentucky	□	■	□
Louisiana	□	■	■
Maine	□	■	■
Maryland	□	■	□
Massachusetts	□	■	■
Michigan	□	■	□
Minnesota	□	■	□
Mississippi	□	■	□
Missouri	□	■	□
Montana	□	■	□
Nebraska	□	■	■
Nevada	□	■	□
New Hampshire	□	■	□
New Jersey	□	■	□
New Mexico	□	■	□
New York	■ <sup>1</sup>	□	□
North Carolina	■	□	□
North Dakota	□	■	□
Ohio	□	■	□
Oklahoma	□	■	□
Oregon	□	■	□
Pennsylvania	□	■	□
Rhode Island	■ <sup>1</sup>	□	□
South Carolina	□	■	■
South Dakota	□	■	■
Tennessee	□	■	□
Texas	■	□	□
Utah	□	■	□
Vermont	□	■	□
Virginia	□	■	□
Washington	■ <sup>2</sup>	□	□
West Virginia	■	□	□
Wisconsin	□	■	■
Wyoming	■ <sup>1</sup>	□	□
	9	41	12

Figure 65

*Do states treat out-of-state teachers the same whether they were prepared in a traditional or an alternate route program?*

	STATE TREATS TEACHERS EQUALLY	State specifies different route teachers	State has policies with the potential to create obstacles for alternate route teachers
Alabama	█	□	□
Alaska	□	□	█
Arizona	□	□	█
Arkansas	□	□	█
California	□	█	□
Colorado	□	□	█
Connecticut	□	□	█
Delaware	█	□	□
District of Columbia	□	□	█
Florida	□	□	█
Georgia	█	□	□
Hawaii	□	□	█
Idaho	□	□	█
Illinois	□	□	█
Indiana	□	□	█
Iowa	□	□	█
Kansas	□	█	□
Kentucky	□	□	█
Louisiana	□	□	█
Maine	□	□	█
Maryland	□	□	█
Massachusetts	□	□	█
Michigan	□	□	█
Minnesota	□	□	█
Mississippi	□	□	█
Missouri	□	□	█
Montana	□	□	█
Nebraska	□	□	█
Nevada	□	□	█
New Hampshire	□	□	█
New Jersey	□	□	█
New Mexico	□	□	█
New York	□	█	□
North Carolina	█	□	□
North Dakota	□	□	█
Ohio	□	□	█
Oklahoma	□	□	█
Oregon	□	□	█
Pennsylvania	□	□	█
Rhode Island	□	█	□
South Carolina	□	□	█
South Dakota	□	□	█
Tennessee	□	□	█
Texas	█	□	□
Utah	□	□	█
Vermont	□	□	█
Virginia	□	□	█
Washington	□	█	□
West Virginia	█	□	□
Wisconsin	□	□	█
Wyoming	□	█	□

6 6 39

## ★ EXAMPLES OF BEST PRACTICE

**Alabama** and **Texas** appropriately support licensure reciprocity by only requiring certified teachers from other states to meet each state's own testing requirements and by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate route teachers.

## Area 3: Identifying Effective Teachers

### Goal A – State Data Systems

**The state should have a data system that contributes some of the evidence needed to assess teacher effectiveness.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should establish a longitudinal data system with at least the following key components:
  - a. A unique statewide student identifier number that connects student data across key databases across years;
  - b. A unique teacher identifier system that can match individual teacher records with individual student records; and
  - c. An assessment system that can match individual student test records from year to year in order to measure academic growth.
2. Value-added data provided through the state's longitudinal data system should be considered among the criteria used to determine teachers' effectiveness.
3. To ensure that data provided through the state data system is actionable and reliable, the state should have a clear definition of "teacher of record" and require its consistent use statewide.

#### Findings

States have made a tremendous amount of progress on developing the kinds of data systems necessary to be able to assess teachers' impact on student learning over the course of a school year. To measure teacher effectiveness, state data systems must have three elements: unique student identifiers that connect student data across key databases, unique teacher identifiers that can be matched with individual student records and an assessment system that can match individual student records over time. Every state but California has a student identifier system that connects data across key databases and can match student records over time.

Figure 66

*How States are Faring in the Development of Data Systems*

 0 Best Practice States

 35 States Meet Goal

Alabama, Arkansas, Delaware, Florida, Georgia, Hawaii, Idaho↑, Illinois↑, Indiana↑, Iowa↑, Kansas↑, Kentucky, Louisiana, Maryland↑, Massachusetts↑, Minnesota↑, Mississippi, Missouri, Nebraska↑, New Hampshire↑, New Mexico, New York↑, North Carolina, North Dakota↑, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Washington↑, West Virginia, Wisconsin↑, Wyoming

 0 States Nearly Meet Goal

 15 States Partly Meet Goal

Alaska, Arizona↑, Colorado, Connecticut, District of Columbia↑, Maine, Michigan, Montana, Nevada, New Jersey, Oregon, South Dakota↑, Texas, Vermont, Virginia

 0 States Meet a Small Part of Goal

 1 State Does Not Meet Goal

California↓

**Progress on this Goal Since 2009:**

 : 17    : 33    : 1

Figure 67

*Do state data systems  
have the capacity to  
assess teacher  
effectiveness?*



## Findings continued

However, while states are making progress, they continue to lag in the key function necessary for value added data. Thirty-five states (up from only 21 in 2009) have the capacity to match student records to teacher records. There is also a policy mismatch evident. NCTQ finds five states – Arizona, Colorado, Connecticut, Michigan and Nevada – with requirements to use student achievement data to assess teacher performance but without the requisite data system capacity. On the other hand, there are 16 states with the data system capacity to match student to teacher records that have no policies in place for using those links for teacher evaluations.

### ★ EXAMPLES OF BEST PRACTICE

Although NCTQ has not singled out one state's policies for "best practice" honors, it commends the 35 states that have a data system with the capacity to provide evidence of teacher effectiveness.

#### Key

■ indicates that the state assigns teacher identification numbers, but it cannot match individual teacher records with individual student records.

## Area 3: Identifying Effective Teachers

### Goal B – Evaluation of Effectiveness

**The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should either require a common evaluation instrument in which evidence of student learning is the most significant criterion or specifically require that student learning be the preponderant criterion in local evaluation processes. Evaluation instruments, whether state or locally developed, should be structured to preclude a teacher from receiving a satisfactory rating if found ineffective in the classroom.
2. Evaluation instruments should require classroom observations that focus on and document the effectiveness of instruction.
3. Teacher evaluations should consider objective evidence of student learning, including not only standardized test scores but also classroom-based artifacts such as tests, quizzes and student work.
4. The state should require that evaluation instruments differentiate among various levels of teacher performance. A binary system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

#### Findings

On no other issue measured in the 2011 *Yearbook* have more states made progress than policy related to teacher evaluations. Spurred in part by competition for Race to the Top funds, many states have made significant strides since 2009 on tying teacher evaluations to evidence of student learning and identifying teachers as effective based primarily on their impact on student performance.

Figure 68

#### *How States are Faring in Evaluating Teacher Effectiveness*

-  0 Best Practice States
-  10 States Meet Goal  
Colorado ↑, Delaware ↑, Florida ↑, Maryland ↑, Michigan ↑, Nevada ↑, Ohio ↑, Oklahoma ↑, Rhode Island ↑, Tennessee ↑
-  4 States Nearly Meet Goal  
Arizona ↑, Idaho ↑, Louisiana ↑, New York ↑
-  9 States Partly Meet Goal  
Arkansas ↑, Connecticut ↑, Georgia ↑, Illinois ↑, Indiana ↑, Massachusetts ↑, Minnesota ↑, Utah ↑, Washington ↑
-  18 States Meet a Small Part of Goal  
Alabama, Alaska, California, Hawaii, Kansas, Kentucky, Mississippi, Missouri, New Jersey, New Mexico, North Carolina ↑, Oregon ↑, Pennsylvania, South Carolina, Texas, West Virginia, Wisconsin, Wyoming ↑
-  10 States Do Not Meet Goal  
District of Columbia, Iowa, Maine, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia

#### Progress on this Goal Since 2009:

↑ : 26    ↔ : 25    ↓ : 0

## Findings continued

The policy shift on teacher evaluations across the states since 2009 is dramatic. In 2009, 35 of the 50 states and the District of Columbia did not, even by the kindest of definitions, require teacher evaluations to include measures of student learning. Only four states could be said to use student achievement as the preponderant criterion in how teacher performance was assessed, again, even using a loose and generous interpretation.

This year, 12 states require that student achievement is the preponderant criterion – that is, using student growth and/or value-added data as the most critical part of the performance measure. An additional five states require that teacher evaluations be “significantly” informed by student achievement and/or growth data. Seven others require some objective evidence of student learning to be included in teacher evaluations, even if the state does not specify how that information should be factored into teacher ratings. All told, this is huge progress; however, 27 states still have no requirement that student results have any place in how teacher performance is evaluated.

States use a variety of approaches to direct how teacher evaluations should be designed. Nineteen states have developed a statewide model that all districts either must or can opt-in to use; 29 states put evaluation design in the hands of districts, with more or less state guidance; and three states have no evaluation requirements at all. Seventeen states require that teacher evaluation ratings include more than two categories, allowing for more differentiation than simply “effective” or “not effective.”

Figure 69

*Do states consider classroom effectiveness as part of teacher evaluations?*

	REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH IS THE PREPONDERANT CRITERION	Teacher evaluations are to be significantly informed by student achievement/growth	Teacher evaluations must include objective evidence of student learning	Student achievement data not required
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

12

5

7

27

Figure 69

1. District of Columbia Public Schools requires that student learning be the preponderant criterion of its teacher evaluations.

Figure 70

*Using state data in teacher evaluations*

**States with Requirements for Student Achievement Data but Lacking Data System Capacity**

Arizona, Colorado, Connecticut, Michigan, Nevada

**States with Data System Capacity but No Student Achievement Requirements**

Alabama, Hawaii, Iowa, Kansas, Kentucky, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, North Dakota, Pennsylvania, South Carolina, Washington, West Virginia, Wisconsin



**EXAMPLES OF BEST PRACTICE**

NCTQ has not singled out any one state for "best practice" honors. Many states have made significant strides in the area of teacher evaluation by requiring that objective evidence of student learning be the preponderant criterion. Because there are many different approaches that result in student learning being the preponderant criterion, all 10 states that meet this goal are commended for their efforts.

Figure 71

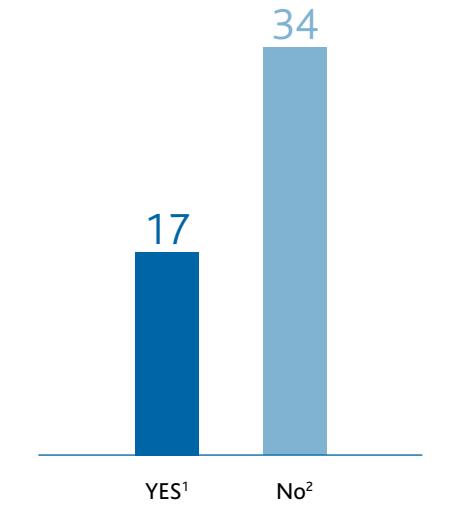
*Sources of objective evidence of student learning*

Many educators struggle to identify possible sources of objective student data. Here are some examples:

- Standardized test scores
- Periodic diagnostic assessments
- Benchmark assessments that show student growth
- Artifacts of student work connected to specific student learning standards that are randomly selected for review by the principal or senior faculty, scored using rubrics and descriptors
- Examples of typical assignments, assessed for their quality and rigor
- Periodic checks on progress with the curriculum coupled with evidence of student mastery of the curriculum from quizzes, tests and exams

Figure 72

*Do states require more than two categories for teacher evaluation ratings?*



1. **Strong Practice:** Arkansas, Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Maryland, Massachusetts, Michigan, Nevada, New York, Ohio, Oklahoma, Rhode Island, Tennessee, Washington

2. Alabama, Alaska, Arizona, California, Connecticut, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Figure 73

*Do states direct how teachers should be evaluated?*

	Single statewide teacher evaluation system	State-designed teacher evaluation with district opt-in	District-designed system consistent with state framework/criteria	District-designed system from state with minimal input	No state policy
Alabama	█	□	□	□	□
Alaska	□	□	□	█	□
Arizona	□	□	█	□	□
Arkansas	█	□	□	□	□
California	□	□	█	□	□
Colorado	□	█	□	□	□
Connecticut	□	□	█	□	□
Delaware	█	□	□	□	□
District of Columbia	□	□	□	□	█
Florida	□	□	█ <sup>1</sup>	□	□
Georgia	█	□	□	□	□
Hawaii	█	□	□	□	□
Idaho	□	□	█ <sup>1</sup>	□	□
Illinois	□	█	□	□	□
Indiana	□	█	□	□	□
Iowa	□	□	█	□	□
Kansas	□	□	□	█	□
Kentucky	□	□	█ <sup>1</sup>	□	□
Louisiana	█	□	□	□	□
Maine	□	█	□	□	□
Maryland	□	□	█ <sup>1</sup>	□	□
Massachusetts	□	□	█	□	□
Michigan	□	█ <sup>2</sup>	□	□	□
Minnesota	□	□	█	□	□
Mississippi	█	□	□	□	□
Missouri	□	□	█	□	□
Montana	□	□	□	□	█
Nebraska	□	□	█ <sup>1</sup>	□	□
Nevada	□	□	█	□	□
New Hampshire	□	□	□	█	□
New Jersey	□	□	█	□	□
New Mexico	█	□	□	□	□
New York	□	□	█	□	□
North Carolina	□	□	█	□	□
North Dakota	□	□	□	█	□
Ohio	□	□	█	□	□
Oklahoma	□	█	□	□	□
Oregon	□	□	█	□	□
Pennsylvania	█	□	□	□	□
Rhode Island	□	█ <sup>2</sup>	□	□	□
South Carolina	□	█ <sup>2</sup>	□	□	□
South Dakota	□	□	□	□	█
Tennessee	□	█ <sup>2</sup>	□	□	□
Texas	□	█ <sup>2</sup>	□	□	□
Utah	□	□	█	□	□
Vermont	□	□	□	█	□
Virginia	□	□	█	□	□
Washington	□	□	█	□	□
West Virginia	□	□	█	□	□
Wisconsin	□	□	█	□	□
Wyoming	□	□	█	□	□

1. State approval required.

2. The state model is presumptive; districts need state approval to opt out.

9

10

24

5

3

## Area 3: Identifying Effective Teachers

### Goal C – Frequency of Evaluations

The state should require annual evaluations of all teachers.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that all teachers receive a formal evaluation rating each year.
2. While all teachers should have multiple observations that contribute to their formal evaluation rating, the state should ensure that new teachers are observed and receive feedback early in the school year.

#### Findings

Most professions insist on annual reviews of employee performance. This is increasingly the case for the teaching profession. Even for high-performing teachers, performance reviews provide an important and welcome opportunity for feedback. In 2009, 15 states required all teachers to be evaluated every year; in 2011, 22 states required annual evaluation of all teachers.

In the absence of good metrics for determining who will be an effective teacher before candidates begin to teach, the need to closely monitor the performance of new teachers is especially critical. Not only must new teachers be evaluated, but they should also have their first evaluation during the first half of the school year, so that they can receive feedback and support early on, especially if there is any indication of an unsatisfactory performance. That way, the teacher and school or district leadership can implement a plan for improvement, rather than potentially allowing a struggling new teacher to remain without support. Forty-three states now require annual evaluations of all new teachers. Unfortunately, only 18 of those states require that new teachers are evaluated early in the school year.

Figure 74

#### *How States are Faring in Frequency of Evaluations*

-  0 Best Practice States
-  9 States Meet Goal  
Alabama↑, Idaho, Nevada, New Jersey, North Dakota, Oklahoma, Rhode Island↑, Tennessee↑, Washington
-  13 States Nearly Meet Goal  
Arizona, Colorado↑, Delaware↑, Florida↑, Georgia, Indiana↑, Minnesota↑, New York, North Carolina↑, Ohio↑, Pennsylvania, Utah↑, Wyoming
-  9 States Partly Meet Goal  
Connecticut, Kansas, Kentucky, Louisiana↑, Maryland, Michigan↑, Nebraska, South Carolina, West Virginia
-  2 States Meet a Small Part of Goal  
Arkansas↓, Missouri
-  18 States Do Not Meet Goal  
Alaska, California, District of Columbia, Hawaii, Illinois, Iowa, Maine, Massachusetts, Mississippi, Montana, New Hampshire, New Mexico, Oregon, South Dakota, Texas, Vermont, Virginia, Wisconsin

#### Progress on this Goal Since 2009:

↑ : 13    ↔ : 37    ↓ : 1

Figure 75

*Do states require districts to evaluate all teachers each year?*

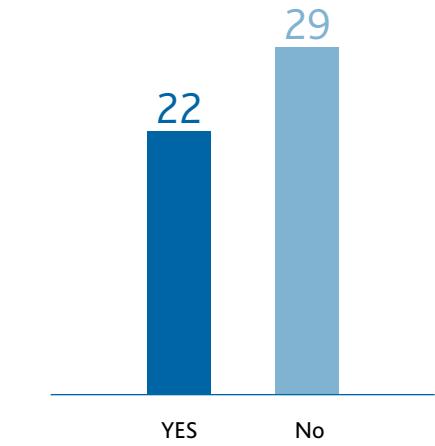


## EXAMPLES OF BEST PRACTICE

Although not awarding "best practice" honors for frequency of evaluations, NCTQ commends all nine states that meet this goal not only by requiring annual evaluations for all teachers, but also for ensuring that new teachers are observed and receive feedback during the first half of the school year.

Figure 76

*Do states require districts to evaluate all teachers each year?*

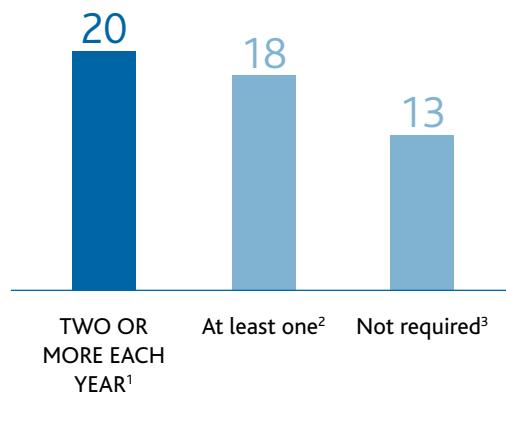


Figures 75 and 76

1. Although highly effective teachers are only required to receive a summative evaluation once every two years, the student improvement component is evaluated annually.
2. All District of Columbia Public Schools teachers are evaluated at least annually.

Figure 77

*Do states require classroom observations?*



1. **Strong Practice:** Alabama, Alaska<sup>4</sup>, Arkansas, Colorado<sup>4</sup>, Delaware, Florida<sup>4</sup>, Georgia, Kentucky<sup>4</sup>, Maryland, Michigan, Missouri<sup>4</sup>, Nevada<sup>4</sup>, New York, North Carolina, Ohio, Oregon<sup>4</sup>, Rhode Island, Tennessee, Washington, West Virginia<sup>4</sup>

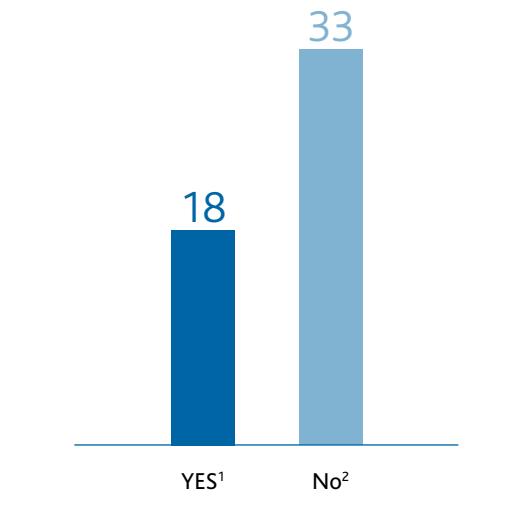
2. Arizona, California, Connecticut, Hawaii, Idaho, Illinois, Indiana, Louisiana, Massachusetts, Mississippi, New Jersey, New Mexico, Oklahoma, Pennsylvania, South Carolina, Texas, Utah, Wisconsin

3. District of Columbia, Iowa, Kansas, Maine, Minnesota, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia, Wyoming

4. For new teachers.

Figure 78

*Do states require that new teachers are observed early in the year?*



1. **Strong Practice:** Alabama, Idaho, Indiana, Kansas, Kentucky, Maryland, Minnesota, Nebraska, Nevada, New Jersey, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, Tennessee, Washington, West Virginia

2. Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Iowa, Louisiana, Maine, Massachusetts, Michigan, Mississippi, Missouri, Montana, New Hampshire, New Mexico, New York, North Carolina, Oregon, Pennsylvania, South Dakota, Texas, Utah, Vermont, Virginia, Wisconsin, Wyoming

## Area 3: Identifying Effective Teachers

### Goal D – Tenure

**The state should require that tenure decisions are based on evidence of teacher effectiveness.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. A teacher should be eligible for tenure after a certain number of years of service, but tenure should not be granted automatically at that juncture.
2. Evidence of effectiveness should be the preponderant criterion in tenure decisions.
3. The state should articulate a process, such as a hearing, that local districts must administer in considering the evidence and deciding whether a teacher should receive tenure.
4. The minimum years of service needed to achieve tenure should allow sufficient data to be accumulated on which to base tenure decisions; five years is the ideal minimum.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

#### Findings

Fifteen states showed progress on this goal since 2009 – a major shift across the states in making tenure a significant and consequential milestone in a teacher's career and making teacher effectiveness in the classroom, rather than years of experience, the preponderant criterion in tenure decisions. While it is still the case that 39 states award tenure virtually automatically, with little deliberation or consideration of evidence of teacher performance, in 2009 not a single state awarded tenure based primarily on teacher effectiveness. In 2011, eight states required that the performance of a teacher's students be central to the decision of whether that teacher is awarded tenure.

Figure 79

#### *How States are Faring on Tenure*

1	<b>Best Practice State</b> Michigan
2	<b>States Meet Goal</b> Colorado , Florida
5	<b>States Nearly Meet Goal</b> Delaware , Nevada , Oklahoma , Rhode Island , Tennessee
3	<b>States Partly Meet Goal</b> Illinois , Indiana , New York
9	<b>States Meet a Small Part of Goal</b> Connecticut, Idaho , Kentucky, Massachusetts , Minnesota, Missouri, New Hampshire , North Carolina, Ohio
31	<b>States Do Not Meet Goal</b> Alabama, Alaska, Arizona, Arkansas, California, District of Columbia, Georgia, Hawaii, Iowa, Kansas, Louisiana, Maine , Maryland, Mississippi, Montana, Nebraska, New Jersey, New Mexico, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

#### Progress on this Goal Since 2009:

: 15   : 36   : 0

## Findings continued

In order for tenure decisions to be meaningful, states also need to set a probationary period that is long enough to allow districts to accumulate sufficient evidence of student learning to make a reasoned decision, ideally five years. The majority of states (32) award tenure after three years, with six states awarding tenure in one to two years, which is almost certainly too quickly to allow teachers to demonstrate their effectiveness. Three states have done away with tenure altogether, awarding annual contracts to teachers who demonstrate continued effectiveness.

In defense of the status quo, states often claim that awarding tenure is a local decision over which they have no authority, but progress on this goal suggests that tenure is not a policy arena off limits to states. In the interest of ensuring that tenure is meaningful and deliberate, states should extend their authority to identify a process, such as a hearing, that local districts would be required to administer, in which cumulative evidence of teacher effectiveness is considered, after which a determination is made whether to award tenure.

Figure 80

## How long before a teacher earns tenure?

	No policy	1 year	2 years	3 years	4 YEARS	5 YEARS	STATE ONLY AWARDS ANNUAL CONTRACTS
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1      1      5      32      4      5      3

1. Teachers may also earn career status with an average rating of at least effective for a four-year period and a rating of at least effective for the last two years.

2. While technically not on annual contracts, Rhode Island teachers who receive two years of ineffective evaluations are dismissed.

Figure 81

How are tenure decisions made?



### ★ EXAMPLES OF BEST PRACTICE

**Michigan** has increased its probationary period to five years and requires that evidence of effectiveness be the primary criterion in awarding tenure.

Figure 82

How are tenure decisions made?

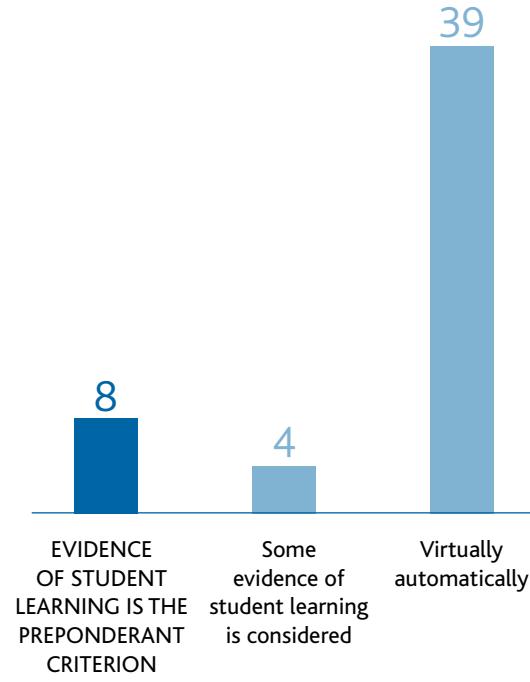


Figure 81

1. No state-level policy; however, the contract between DCPS and the teachers' union represents significant advancement in the area of teacher tenure.
2. The state has created a loophole by essentially waiving student learning requirements and allowing the principal of a school to petition for career-teacher status.

## Area 3: Identifying Effective Teachers

### Goal E – Licensure Advancement

The state should base licensure advancement on evidence of teacher effectiveness.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should base advancement from a probationary to a nonprobationary license on evidence of teacher effectiveness.
2. The state should not require teachers to fulfill generic, unspecified coursework requirements to advance from a probationary to a nonprobationary license.
3. The state should not require teachers to have an advanced degree as a condition of professional licensure.
4. Evidence of effectiveness should be a factor in the renewal of a professional license.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

#### Findings

There are two points in most teachers' careers at which they are no longer considered probationary. One is tenure, which involves a change from probationary to permanent employment status. The other involves moving from probationary to professional licensure status, which refers only to the right to practice in a particular state. In nearly all states, the conferral of tenure and the conferral of professional licenses are separate and unrelated.

Similar to tenure decisions, in most states (45) evidence of teacher effectiveness is not a factor considered in decisions to confer professional licenses. Only six states require any evidence of effectiveness, and only three--Delaware, Louisiana, and Rhode Island--require evidence of effectiveness to be the preponderant criterion.

Instead of assessing teacher performance, many states demand that new teachers fulfill require-

Figure 83

#### *How States are Faring on Licensure Advancement*



#### Progress on this Goal Since 2009:

: 4   : 45   : 2

ments to receive their professional licenses that do little or nothing to advance teacher effectiveness. Despite extensive research showing that master's degrees do not have any significant correlation to classroom performance, eight states require a master's degree or its equivalent in coursework for professional licensure, another four encourage it as an option. An additional 11 states require master's degrees to obtain optional advanced professional licenses.

Figure 84

*Do states require teachers to show evidence of effectiveness before conferring professional licensure?*

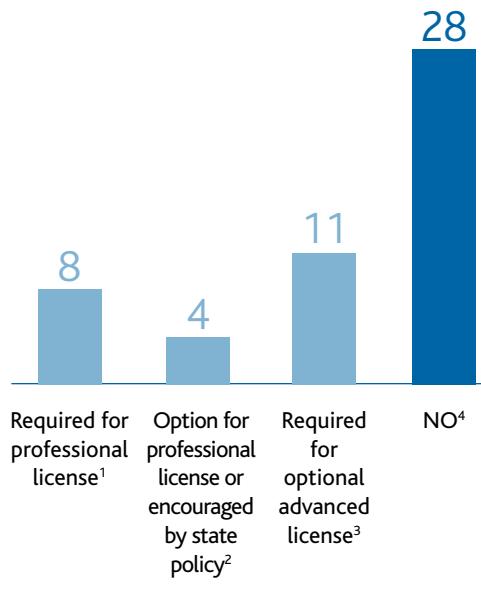
	OBJECTIVE EVIDENCE OF EFFECTIVENESS IS REQUIRED	Some objective evidence of effectiveness is considered	Consideration given to teacher performance but performance is not tied to classroom effectiveness	Performance not considered
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois <sup>1</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland <sup>2</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	3	3	11	34

## Findings continued

Furthermore, 44 states require teachers to complete general, nonspecific coursework before conferring or renewing teacher licenses. While targeted requirements may potentially expand teacher knowledge and improve practice, the general requirements found in these states merely call for teachers to complete a certain amount of seat time.

Figure 85

*Do states require teachers to earn advanced degrees before conferring professional licensure?*



1. Connecticut, Kentucky, Maryland, Michigan, Mississippi, Montana, New York and Oregon all require a master's degree or coursework equivalent to a master's degree

2. Illinois, Massachusetts, Missouri, Tennessee

3. Alabama, Hawaii, Indiana, Iowa, Nebraska, New Mexico, Ohio, South Carolina, Utah, Virginia, West Virginia

4. **Strong Practice:** Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Idaho, Kansas, Louisiana, Maine, Minnesota, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas, Vermont, Washington, Wisconsin, Wyoming

Figure 84

1. Illinois allows revocation of licenses based on ineffectiveness.
2. Maryland uses some objective evidence through their evaluation system for renewal, but advancement to professional license is still based on earning an advanced degree.

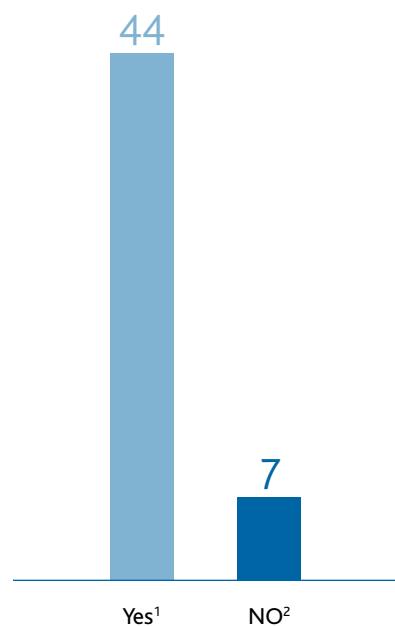


## EXAMPLES OF BEST PRACTICE

**Rhode Island** is integrating certification, certification renewal and educator evaluation. Teachers who receive poor evaluations for five consecutive years are not eligible to renew their certification. In addition, teachers who consistently receive 'highly effective' ratings will be eligible for a special license designation.

Figure 86

*Do states require teachers to take additional, nonspecific coursework before conferring or renewing professional licenses?*

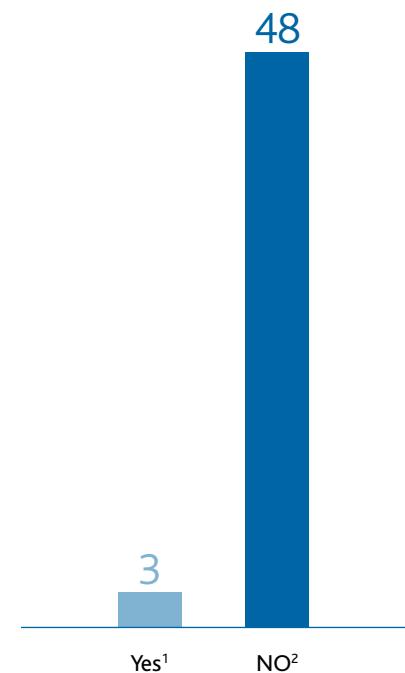


1. Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

2. **Strong Practice:** California, Georgia, Hawaii, Louisiana, New Jersey, New Mexico, Rhode Island

Figure 87

*Do states award lifetime professional licenses?*



1. New Jersey, Pennsylvania, West Virginia

2. **Strong Practice:** Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming

## Area 3: Identifying Effective Teachers

### Goal F – Equitable Distribution

**The state should publicly report districts' distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

The state should make the following data publicly available:

1. An "Academic Quality" index for each school that includes factors research has found to be associated with teacher effectiveness, such as:
  - a. percentage of new teachers;
  - b. percentage of teachers failing basic skills licensure tests at least once;
  - c. percentage of teachers on emergency credentials;
  - d. average selectivity of teachers' undergraduate institutions; and
  - e. teachers' average ACT or SAT scores;
2. The percentage of highly qualified teachers disaggregated by both individual school and by teaching area;
3. The annual teacher absenteeism rate reported for the previous three years, disaggregated by individual school;
4. The average teacher turnover rate for the previous three years, disaggregated by individual school, by district and by reasons that teachers leave.

#### Findings

Despite the fact that the capacity of most state data systems has improved greatly over time, there is still a dearth of data collected and reported – particularly at the school level – that sheds light on the distribution of teacher talent and can help inform policies for ensuring that students most in need of effective teachers have access to them.

While state capacity to address inequities may be limited, states could certainly do much to bring needed transparency to this issue by means of good reporting. Yet no state publishes a teacher quality index that can be used to compare schools according to teacher characteristics that have

Figure 88

#### *How States are Faring on Equitable Distribution*



#### Progress on this Goal Since 2009:

↑ : 4    ↔ : 47    ↓ : 0

been linked to student achievement. While 41 states report the percentage of highly qualified teachers working in each school in the state, few states report more meaningful data. For example, only six states report the annual turnover rate of teachers by school, an important indicator of stability, and only five states report on teacher absenteeism, an important indicator of leadership quality and staff morale.

Figure 89

*Do states publicly report school-level data about teachers?*



## EXAMPLES OF BEST PRACTICE

No state has an outstanding record when it comes to public reporting of teacher data that can help to ameliorate inequities in teacher quality. However, **Connecticut, New Jersey, New York, North Carolina, Rhode Island and South Carolina** report more school-level data than other states.

1. Ideally, percentage of new teachers and percentage of teachers on emergency credentials would be incorporated into a teacher quality index.

## Area 4: Retaining Effective Teachers

### Goal A – Induction

**The state should require effective induction for all new teachers, with special emphasis on teachers in high-needs schools.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that new teachers receive mentoring of sufficient frequency and duration, especially in the first critical weeks of school.
2. Mentors should be carefully selected based on evidence of their own classroom effectiveness and subject-matter expertise. Mentors should be trained, and their performance as mentors should be evaluated.
3. Induction programs should include only strategies that can be successfully implemented, even in a poorly managed school. Such strategies include intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe effective teachers.

#### Findings

Mentoring and induction are critical needs of new teachers, especially teachers beginning their careers in high-need schools. Thirty states require mentoring for all new teachers. But a closer look at the details suggests that many of these requirements are weak. Among the states that require mentoring for all new teachers, only 18 require mentoring of sufficient frequency and duration to be considered meaningful support for new teachers. Only 17 states require careful selection of mentors, and just nine states require that new teachers are mentored starting the first critical weeks of the school year. Nine states have no state-level requirements for new teacher induction.

Figure 90

#### *How States are Faring on Induction*

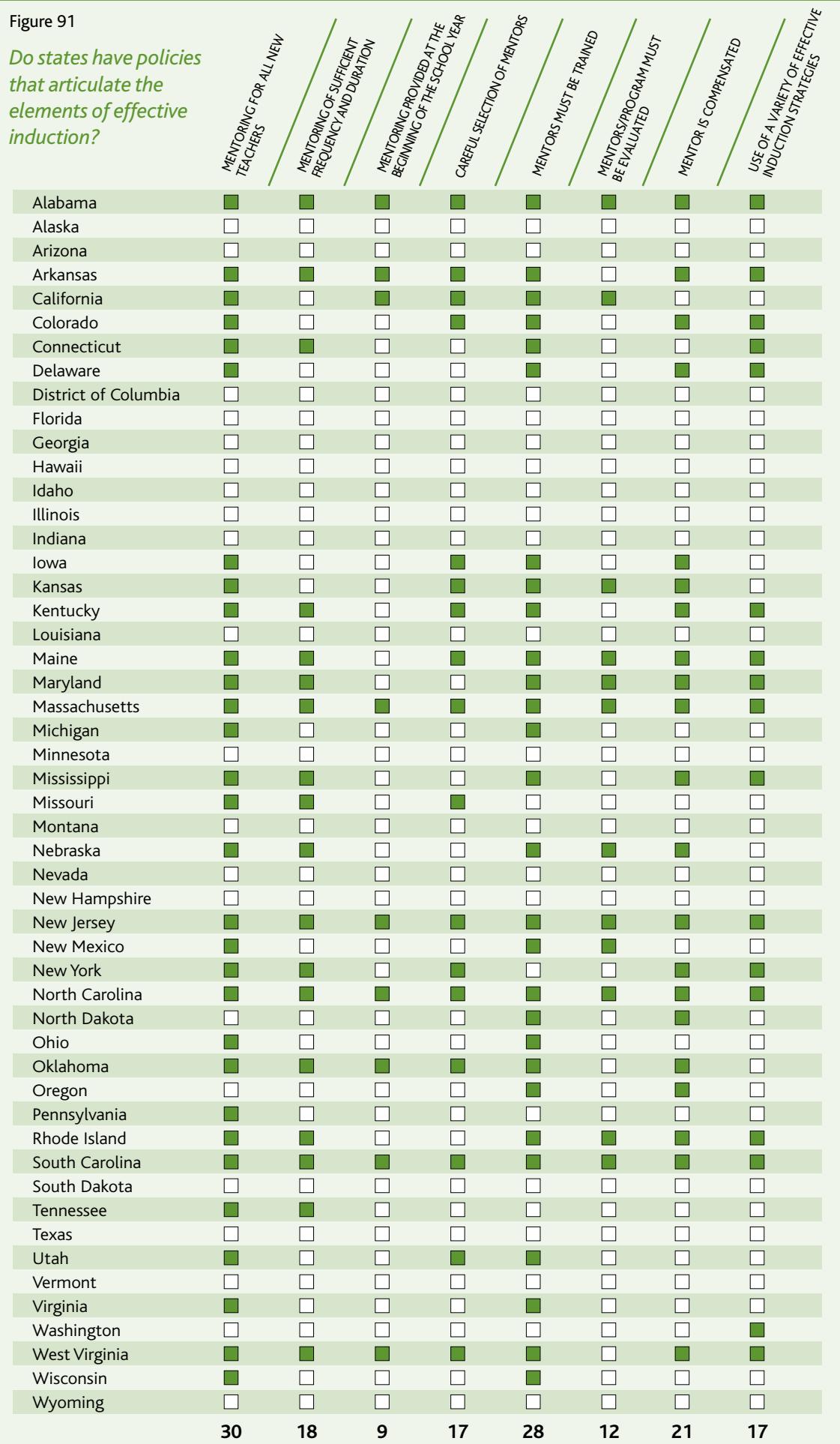
- 1 Best Practice State  
South Carolina
- 7 States Meet Goal  
Alabama, Arkansas, Kentucky, Massachusetts, New Jersey, North Carolina, West Virginia
- 17 States Nearly Meet Goal  
California, Colorado, Connecticut↑, Delaware, Iowa, Kansas, Maine, Maryland↑, Michigan, Mississippi, Missouri, Nebraska, New York, Oklahoma, Rhode Island, Utah, Virginia
- 11 States Partly Meet Goal  
Alaska, Arizona, Illinois, New Mexico, North Dakota↑, Ohio, Oregon, Pennsylvania, Tennessee, Washington, Wisconsin
- 6 States Meet a Small Part of Goal  
Florida, Hawaii, Idaho, Minnesota↑, Montana, Texas
- 9 States Do Not Meet Goal  
District of Columbia, Georgia, Indiana↓, Louisiana↓, Nevada, New Hampshire, South Dakota↓, Vermont, Wyoming

#### Progress on this Goal Since 2009:

↑ : 4    ↔ : 44    ↓ : 3

Figure 91

*Do states have policies  
that articulate the  
elements of effective  
induction?*



30 18 9 17 28 12 21 17



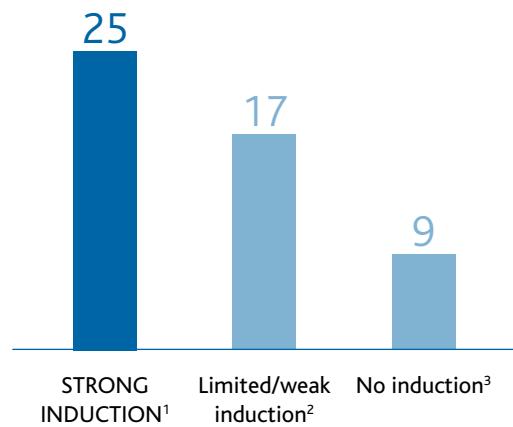
## EXAMPLES OF BEST PRACTICE

**South Carolina** requires that all new teachers, prior to the start of the school year, be assigned mentors for at least one year. Districts carefully select mentors based on experience and similar certifications and grade levels, and mentors undergo additional training. Adequate release time is mandated by the state so that mentors and new teachers may observe each other in the classroom, collaborate on effective teaching techniques and develop professional growth plans. Mentor evaluations are mandatory and stipends are recommended.

---

Figure 92

*Do states have policies that articulate the elements of effective induction?*



1. **Strong Practice:** Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Jersey, New York, North Carolina, Oklahoma, Rhode Island, South Carolina, Utah, Virginia, West Virginia

2. Alaska, Arizona, Florida, Idaho, Illinois, Minnesota, Montana, New Mexico, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Washington, Wisconsin

3. District of Columbia, Georgia, Hawaii, Indiana, Louisiana, Nevada, New Hampshire, Vermont, Wyoming

## Area 4: Retaining Effective Teachers

### Goal B – Professional Development

**The state should require professional development to be based on needs identified through teacher evaluations.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that evaluation systems provide teachers with feedback about their performance.
2. The state should direct districts to align professional development activities with findings from teachers' evaluations.

#### Findings

A great deal of criticism has been aimed at teacher professional development, with research suggesting that much professional development lacks clear focus and purpose, fails to address classroom instruction and is disconnected from the specific needs of teachers. In light of state efforts to improve teacher evaluations, NCTQ added this goal for 2011 to examine the extent to which states are connecting teacher evaluation results and findings to improving classroom practice by providing teachers with feedback on their evaluations and designing professional development opportunities for teachers based on their identified strengths and weaknesses.

Twenty-four states require that teachers receive feedback – either written or in person from evaluators – on their evaluation results. Eleven states go no further than to require that teachers get copies of their evaluation results. Sixteen states have no policy about what should be done with teacher evaluations, which is telling evidence of how little relevance the teacher evaluation process has in too many states and districts.

While the majority of states (34) have no policy on whether or how teacher evaluations should be used to inform teacher practice, 12 states require that the results of teacher evaluations be used to inform and shape professional development. Five more states specify a connection between evaluation findings and professional development but unfortunately only in cases where teachers receive poor evaluations.

Figure 93

#### *How States are Faring on Professional Development*

-  0 Best Practice State
-  10 States Meet Goal  
Arkansas, Connecticut, Delaware, Louisiana, Michigan, Missouri, North Carolina, Rhode Island, South Carolina, Wyoming
-  7 States Nearly Meet Goal  
Florida, Georgia, Illinois, Kentucky, New Mexico, New York, Texas
-  10 States Partly Meet Goal  
Colorado, Hawaii, Indiana, Massachusetts, Minnesota, Mississippi, New Jersey, Tennessee, Washington, West Virginia
-  12 States Meet a Small Part of Goal  
Alabama, Alaska, Arizona, California, Idaho, Kansas, Maryland, Nevada, Ohio, Oklahoma, Oregon, Utah
-  12 States Do Not Meet Goal  
District of Columbia, Iowa, Maine, Montana, Nebraska, New Hampshire, North Dakota, Pennsylvania, South Dakota, Vermont, Virginia, Wisconsin

#### Progress on this Goal Since 2009:

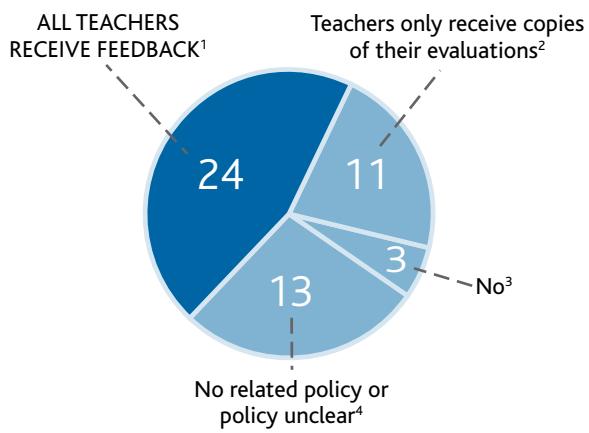
New Goal

## ★ EXAMPLES OF BEST PRACTICE

Ten states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, **Louisiana** is commended for clearly articulating that the feedback provided to a teacher in a post-observation conference must include a discussion of a teacher's strengths and weaknesses.

Figure 94

*Do teachers receive feedback on their evaluations?*



1. **Strong Practice:** Arkansas, Connecticut, Delaware, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Massachusetts, Michigan, Mississippi, Missouri, New Jersey, New Mexico, New York, North Carolina, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Washington, West Virginia, Wyoming

2. Alaska, Arizona, California, Colorado, Florida, Indiana, Kansas, Maryland, Nevada, Ohio, Oklahoma

3. Minnesota, Pennsylvania, Utah

4. Alabama, District of Columbia, Idaho, Iowa, Maine, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia, Wisconsin

Figure 95

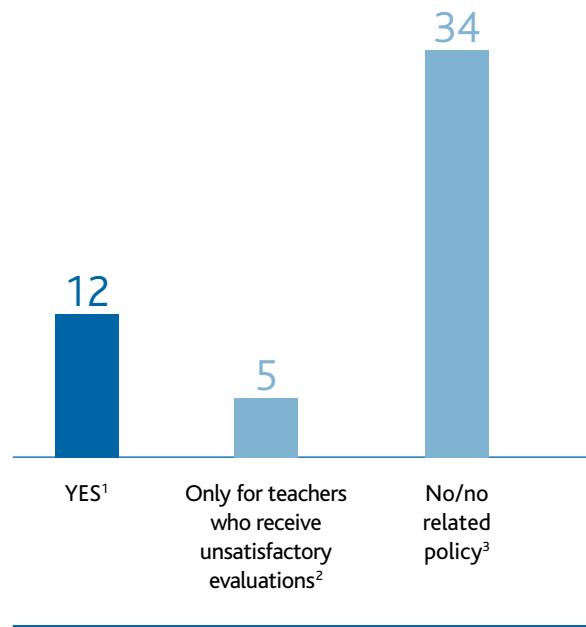
*Do states ensure that evaluations are used to help teachers improve?*

	ALL TEACHERS RECEIVE FEEDBACK	EVALUATION INFORMS PROFESSIONAL DEVELOPMENT
Alabama	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

24      12

Figure 96

*Do states require that teacher evaluations inform professional development?*



1. **Strong Practice:** Arkansas, Connecticut, Delaware, Florida, Louisiana, Michigan, Minnesota, Missouri, North Carolina, Rhode Island, South Carolina, Wyoming

2. Colorado, Georgia, Illinois, Indiana, Texas

3. Alabama, Alaska, Arizona, California, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Mississippi<sup>4</sup>, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin

4. Mississippi requires professional development based on evaluation results only for teachers in need of improvement in school identified as at-risk.

## Area 4: Retaining Effective Teachers

### Goal C – Pay Scales

**The state should give local districts authority over pay scales.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. While the state may find it appropriate to articulate teachers' starting salaries, it should not require districts to adhere to a state-dictated salary schedule that defines steps and lanes and sets minimum pay at each level.
2. The state should discourage districts from tying additional compensation to advanced degrees. The state should eliminate salary schedules that establish higher minimum salaries or other requirements to pay more to teachers with advanced degrees.
3. The state should discourage salary schedules that imply that teachers with the most experience are the most effective. The state should eliminate salary schedules that require that the highest steps on the pay scale be determined solely by seniority.

#### Findings

Most teachers are paid according to salary schedules that tie compensation only to years of experience and advanced degrees. Unfortunately, this formula is seriously flawed. This salary structure does nothing to promote the retention of effective teachers, especially those early in their careers. Research is clear that a teacher's education level beyond a bachelor's degree bears little or no relationship to teacher quality or academic results. Nationwide, states and districts spend billions providing pay raises for master's degrees, squandering resources that could be directed toward compensating teachers who demonstrate skills and results. Most teachers have no opportunity to earn a higher salary without obtaining a degree of questionable value or simply growing older. When established at the state level, such salary structures leave districts with no flexibility to meet local needs.

Figure 97

#### *How States are Faring in Pay Scales*

 2	<b>Best Practice States</b> Florida ↑, Indiana ↑
 1	<b>State Meets Goal</b> Idaho ↑
 1	<b>State Nearly Meets Goal</b> Minnesota
 29	<b>States Partly Meet Goal</b> Alaska, Arizona, California, Colorado, Connecticut, District of Columbia, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oregon, Pennsylvania, South Dakota, Utah, Vermont, Virginia, Wisconsin, Wyoming
 3	<b>States Meet a Small Part of Goal</b> Illinois, Rhode Island, Texas
 15	<b>States Do Not Meet Goal</b> Alabama, Arkansas, Delaware, Georgia, Hawaii, Kentucky, Louisiana, Mississippi, North Carolina, Ohio, Oklahoma, South Carolina, Tennessee, Washington, West Virginia

#### Progress on this Goal Since 2009:

↑ : 3    ↔ : 48    ↓ : 0

## Findings continued

NCTQ finds a significant policy shift on teacher pay in three states. In Florida, Idaho and Indiana, teacher performance now plays a significant role in how districts determine teacher salaries, and other factors such as advanced degrees and years on the job are limited.

In 16 states, salary schedules are established at the state level, preventing local districts from determining teacher compensation packages that best meet local needs. Sixteen states—whether or not they have state salary schedules—require districts to pay higher salaries to teachers with advanced degrees, despite the extensive research showing that advanced degrees do not have an impact on teacher effectiveness. Just three states require that performance count more than advanced degrees in determining pay.

Twenty-seven states give districts full authority over teacher pay rates, avoiding state-imposed barriers to compensation reform. However, states may need to be more proactive. Without compromising districts' autonomy, states should also look for ways to encourage districts to move away from the traditional experience/advanced degree steps and lanes salary structure, as Florida, Idaho and Indiana have done.

Figure 98

*What role does the state play in deciding teacher pay rates?*



1. Colorado gives districts the option of a salary schedule, a performance pay policy or a combination of both.
2. Rhode Island requires that local district salary schedules are based on years of service, experience and training.

Figure 99

*Do states discourage districts from basing teacher pay on advanced degrees?*

	REQUIRES PERFORMANCE TO COUNT MORE THAN ADVANCED DEGREES	Leaves pay to district discretion	Requires compensation for advanced degrees
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3

32

16

## ★ EXAMPLES OF BEST PRACTICE

**Florida** and **Indiana** allow local districts to develop their own salary schedules while preventing districts from focusing on elements not associated with teacher effectiveness. In Florida, local salary schedules must ensure that the most effective teachers receive salary increases greater than the highest annual salary adjustment available. Indiana requires local salary scales to be based on a combination of factors and limits the years of teacher experience and content-area degrees to account for no more than one-third of this calculation.

1. Rhode Island requires local district salary schedules to include teacher "training".

2. Texas has a minimum salary schedule based on years of experience. Compensation for advanced degrees is left to district discretion.

## Area 4: Retaining Effective Teachers

### Goal D – Compensation for Prior Work Experience

**The state should encourage districts to provide compensation for related prior subject-area work experience.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should encourage districts to compensate new teachers with relevant prior work experience through mechanisms such as starting these teachers at an advanced step on the pay scale. Further, the state should not have regulatory language that blocks such strategies.

#### Findings

Very few states recognize compensation for teachers with relevant prior work experience as an important retention strategy, and there have been no changes in state progress toward meeting this goal since 2009. New teachers are not necessarily new to the workforce. Increasing numbers of career changers are entering the teaching profession. Many of these teachers have relevant prior work experience - particularly in areas such as math and science, where chronic shortages make these candidates even more desirable. Yet most salary schedules fail to compensate new teachers for such work experience, setting their salaries instead at the same level as other first-year teachers. At present, as in 2009, only six states directed local districts to compensate teachers for related prior work experience.

Figure 100

#### *How States are Faring in Compensation for Prior Work Experience*

 1	<b>Best Practice State</b> North Carolina
 1	<b>State Meets Goal</b> California
 0	<b>States Nearly Meet Goal</b>
 4	<b>States Partly Meet Goal</b> Delaware, Georgia, Texas, Washington
 0	<b>States Meet a Small Part of Goal</b>
 45	<b>States Do Not Meet Goal</b> Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

#### Progress on this Goal Since 2009:

↑ : 0    ↔ : 51    ↓ : 0

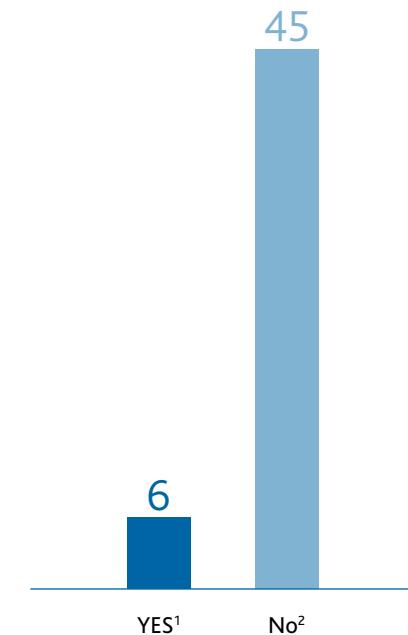


## EXAMPLES OF BEST PRACTICE

**North Carolina** compensates new teachers with relevant prior-work experience by awarding them one year of experience credit for every year of full-time work after earning a bachelor's degree that is related to their area of licensure and work assignment. One year of credit is awarded for every two years of work experience completed prior to earning a bachelor's degree.

Figure 101

*Do states direct districts to compensate teachers for related prior work experience?*



1. **Strong Practice:** California, Delaware, Georgia, North Carolina, Texas, Washington

2. Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

## Area 4: Retaining Effective Teachers

### Goal E – Differential Pay

**The state should support differential pay for effective teaching in shortage and high-need areas.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should support differential pay for effective teaching in shortage subject areas.
2. The state should support differential pay for effective teaching in high-need schools.
3. The state should not have regulatory language that would block differential pay.

#### Findings

Twenty-four states provide support for differential pay for teachers who teach in high-needs schools or shortage subject areas. Seven states only support differential pay for high need schools, and three states only support shortage subject areas; 14 states support both.

There are states that support other incentives besides differential pay, including loan forgiveness, mortgage assistance, and tuition reimbursements and scholarships. Yet these incentives are of limited appeal; a teacher may not be at a point in his or her career where they are meaningful. Even the bonuses and stipends most often associated with differential pay may be viewed by teachers as unreliable "winning the lottery" approaches if not clearly embedded in established pay structures.

Figure 102

#### *How States are Faring on Differential Pay*

 1	<b>Best Practice State</b> Georgia
 12	<b>States Meet Goal</b> Arkansas, California, Florida, Kentucky, Louisiana, Massachusetts, Nevada, New York, Ohio, Oklahoma, Tennessee, Texas
 3	<b>States Nearly Meet Goal</b> Maryland, Virginia, Washington
 8	<b>States Partly Meet Goal</b> Colorado, Hawaii↓, Idaho↑, North Carolina, Pennsylvania↓, Utah, Wisconsin, Wyoming↓
 10	<b>States Meet a Small Part of Goal</b> Connecticut, Illinois, Mississippi, Montana, Nebraska, Oregon, Rhode Island↑, South Carolina, South Dakota, Vermont
 17	<b>States Do Not Meet Goal</b> Alabama, Alaska, Arizona, Delaware, District of Columbia, Indiana, Iowa↓, Kansas, Maine, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, New Mexico, North Dakota, West Virginia

#### Progress on this Goal Since 2009:

↑ : 2    ↔ : 45    ↓ : 4

Figure 103

*Do states provide incentives to teach in high-need schools or shortage subject areas?*



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1. Connecticut offers mortgage assistance and incentives to retired teachers working in shortage subject areas.

2. Maryland offers tuition reimbursement for teacher retraining in specified shortage subject areas and offers a stipend for alternate route candidates teaching in shortage subject areas.

3. South Dakota offers signing bonuses and scholarships to fill shortages in high-need schools.

4. Shortage subject area differential pay is limited to the Middle School Teacher Corps program.

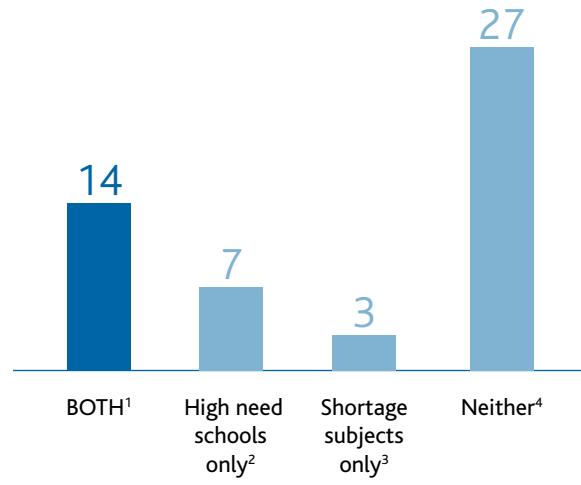


## EXAMPLES OF BEST PRACTICE

**Georgia** supports differential pay by which teachers can earn additional compensation by teaching certain subjects. The state is especially commended for its new compensation strategy for math and science teachers, which moves teachers along the salary schedule rather than just providing a bonus or stipend. The state also supports differential pay initiatives to link compensation more closely with district needs and to achieve a more equitable distribution of teachers. Georgia's efforts to provide incentives for National Board Certification teachers to work in high-need schools are also noteworthy.

Figure 104

*Do states support differential pay for teaching in high need schools and shortage subjects?*



1. **Strong Practice:** Arkansas, California, Florida, Georgia, Kentucky, Louisiana, Massachusetts, Nevada, New York, Ohio, Oklahoma, Tennessee, Texas, Virginia

2. Colorado, Hawaii, Maryland, North Carolina, Washington, Wisconsin, Wyoming

3. Idaho, Pennsylvania, Utah

4. Alabama, Alaska, Arizona, Connecticut, Delaware, District of Columbia, Illinois, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia

## Area 4: Retaining Effective Teachers

### Goal F – Performance Pay

The state should support performance pay but in a manner that recognizes its appropriate uses and limitations.

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should support performance pay efforts, rewarding teachers for their effectiveness in the classroom.
2. The state should allow districts flexibility to define the criteria for performance pay provided that such criteria connect to evidence of student achievement.
3. Any performance pay plan should allow for the participation of all teachers, not just those in tested subjects and grades.

#### Findings

A significant number of states have launched performance pay initiatives, which provide opportunities to reward teachers who consistently achieve positive results from their students, and there has been noteworthy progress in the states on this issue. Unfortunately, not all states with performance pay have programs that recognize its appropriate uses and limitations.

Twenty-four states (up from 19 in 2009) support performance pay. Of these, three factor performance pay into the salary schedule for all teachers; four others make performance bonuses available to teachers statewide.

Figure 105

#### *How States are Faring on Performance Pay*

 2	<b>Best Practice States</b> Florida↑, Indiana↑
 14	<b>States Meet Goal</b> Arizona, Arkansas, Georgia↑, Idaho↑, Massachusetts↑, Michigan↑, Minnesota, Oklahoma↑, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia↑
 1	<b>State Nearly Meets Goal</b> California
 6	<b>States Partly Meet Goal</b> Kentucky, Louisiana, Mississippi, Missouri, Nevada↑, Oregon↑
 1	<b>State Meets a Small Part of Goal</b> Nebraska↑
 27	<b>States Do Not Meet Goal</b> Alabama, Alaska↓, Colorado, Connecticut, Delaware, District of Columbia, Hawaii, Illinois, Iowa↓, Kansas, Maine, Maryland, Montana, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio↓, Pennsylvania, Rhode Island, Vermont, Washington, West Virginia, Wisconsin, Wyoming

#### Progress on this Goal Since 2009:

↑ : 11    ↔ : 37    ↓ : 3



## EXAMPLES OF BEST PRACTICE

An increasing number of states are supporting performance pay initiatives. **Florida** and **Indiana** are particularly noteworthy for their efforts to build performance into the salary schedule. Rather than award bonuses, teachers' salaries will be based in part on their performance in the classroom.

Figure 106

### Do states support performance pay?

	PERFORMANCE FACORED INTO SALARY FOR ALL TEACHERS	PERFORMANCE BONUSES AVAILABLE TO ALL TEACHERS	Performance pay permitted/ encouraged by the state	State-sponsored performance pay initiatives offered in select districts	Does not support performance pay
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska <sup>1</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3 4 12 5 27

1. Nebraska's initiative does not go into effect until 2016.

## Area 4: Retaining Effective Teachers

### Goal G – Pension Flexibility

**The state should ensure that pension systems are portable, flexible and fair to all teachers.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Participants in the state's pension system should have the option of a fully portable pension system as their primary pension plan by means of a defined contribution plan or a defined benefit plan that is formatted similar to a cash balance plan.
2. Participants in the state's pension system should be vested no later than the third year of employment.
3. Defined benefit plans should offer teachers the option of a lump-sum rollover to a personal retirement account upon termination of employment that includes, at minimum, the teacher's contributions and accrued interest at a fair interest rate. In addition, withdrawal options from either defined benefit or defined contribution plans should include funds contributed by the employer.
4. Defined benefit plans should allow teachers to purchase time for unlimited previous teaching experience at the time of employment. Teachers should also be allowed to purchase time for all official leaves of absence, such as maternity or paternity leave.

#### Findings

Not only have pension benefits remained a constant for teachers while declining across other industries and professions, but also nearly all states continue to provide teachers with defined benefit pension plans. These costly and inflexible models do not reflect the realities of the modern workforce and significantly disadvantage teachers early in their careers. States should offer teachers the option of a defined contribution plan.

Looking across the country, one state provides teachers only a defined contribution plan, four

Figure 107

#### *How States are Faring on Pension Flexibility*

 2	<b>Best Practice States</b> Alaska, South Dakota
 0	<b>States Meet Goal</b>
 2	<b>States Nearly Meet Goal</b> Ohio, South Carolina
 15	<b>States Partly Meet Goal</b> California↓, Colorado, Florida↓, Iowa, Kansas, Louisiana, Maine, Minnesota, Nebraska, North Dakota, Oregon, Utah↑, Virginia, Washington, Wyoming
 31	<b>States Meet a Small Part of Goal</b> Alabama, Arizona↓, Arkansas, Connecticut, Delaware, District of Columbia, Georgia, Hawaii↓, Idaho, Illinois↓, Indiana, Kentucky, Maryland↓, Massachusetts, Michigan↑, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina↓, Oklahoma, Pennsylvania↓, Rhode Island, Tennessee, Texas, Vermont, West Virginia, Wisconsin↓
 1	<b>State Does Not Meet Goal</b> New York↓

#### Progress on this Goal Since 2009:

↑ : 2    ↔ : 39    ↓ : 10

Figure 108  
*Pension Glossary*

**Accrued Liability:** The value of a pension plan's promised benefits calculated by an actuary (actuarial valuation), taking into account a set of investment and benefit assumptions to a certain date.

**Actuarial Valuation:** In a pension plan, this is the total amount needed to meet promised benefits. A set of mathematical procedures is used to calculate the value of benefits to be paid, the funds available and the annual contribution required.

**Amortization Period:** The gradual elimination of a liability, such as a mortgage, in regular payments over a specified period of time.

**Benefit Formula:** Formula used to calculate the amount teachers will receive each month after retirement. The most common formula used is (years of service x final average salary x benefit multiplier). This amount is divided by 12 to calculate monthly benefits.

**Benefit Multiplier:** Multiplier used in the benefit formula. It, along with years of service, determines the total percentage of final average salary that a teacher will receive in retirement benefits. In some plans, the multiplier is not constant, but changes depending upon retirement age and/or years of service.

**Defined Benefit Plan:** Pension plan that promises to pay a specified amount to each person who retires after a set number of years of service. Employees contribute to them in some cases; in others, all contributions are made by the employer.

**Defined Contribution Plan:** Pension plan in which the level of contributions is fixed at a certain level, while benefits vary depending on the return from investments. Employees make contributions into a tax-deferred account, and employers may or may not make contributions. Defined contribution pension plans, unlike defined benefit pension plans, give the employee options of where to invest the account, usually among stock, bond and money market accounts.

**Lump-sum Withdrawal:** Large payment of money received at one time instead of in periodic payments. Teachers leaving a pension plan may receive a lump-sum distribution of the value of their pension.

**Normal Cost:** The amount necessary to fund retirement benefits for one plan year for an individual or a whole pension plan.

**Pension Wealth:** The net present value of a teacher's expected lifetime retirement benefits.

**Purchasing Time:** A teacher may make additional contributions to a pension system to increase service credit. Time may be purchased for a number of reasons, such as professional development leave, previous out-of-state teaching experience, medical leaves of absence or military service.

**Service Credit/Years of Service:** Accumulated period of time in years or partial years for which a teacher earned compensation subject to contributions.

**Supplemental Retirement Plan:** An optional plan to which teachers may voluntarily make tax-deferred contributions in addition to their mandatory pension plans. Employees are usually able to choose their rate of contribution up to a maximum set by the IRS; some employers also make contributions. These plans are generally in the form of 457 or 403(b) programs.

**Vesting:** Right an employee gradually acquires by length of service to receive employer-contributed benefits, such as payments from a pension fund.

**Sources:** Barron's Dictionary of Finance and Investment Terms, Seventh Edition; California State Teachers' Retirement System <http://www.calstrs.com/Members/Defined%20Benefit%20Program/glossary.aspx>; Economic Research Institute, <http://www.eridlc.com/resources/index.cfm?fuseaction=resource.glossary>

Figure 109

What type of pension systems do states offer teachers?

	Defined benefit plan only	Defined benefit plan with defined contribution plan	Hybrid plan <sup>1</sup>	CHOICE OF DEFINED BENEFIT OR DEFINED CONTRIBUTION PLAN	DEFINED CONTRIBUTION PLAN ONLY
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California <sup>2</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio <sup>4</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon <sup>5</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina <sup>6</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah <sup>7</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington <sup>8</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Findings continued

states offer teachers a choice between defined benefit and defined contribution plans and four others offer hybrid plans that have elements of both. The remaining 42 states provide only defined benefit plans, although 17 of these also offer optional defined contribution supplemental plans.

The lack of portability of defined benefit plans is a disincentive to an increasingly mobile teaching force. To younger teachers in particular, a defined benefit plan may seem like a meaningless part of the compensation package. A pension plan that cannot move across state lines and requires a long-time commitment may not seem like much of a benefit at all to teachers early in their careers. This perception may be heightened by the fact that most states also make teachers wait for a considerable period before they are vested in the retirement system. All but three states make teachers wait more than three years; 16 states (up from nine in 2009) now make teachers wait for 10 years. Teachers who leave the system before vesting do not receive benefits upon retiring; they can only withdraw their funds. In four states, teachers are not even entitled to withdraw the full amount they contributed.

1. A hybrid plan has components of both a defined benefit plan and a defined contribution plan.

2. California offers a small cash balance component but ended most of the funding to this portion as of January 1, 2011.

3. Indiana also offers a supplemental defined contribution plan.

4. Ohio also offers the option of a hybrid plan and offers a supplemental defined contribution plan.

5. Oregon also offers a supplemental defined contribution plan.

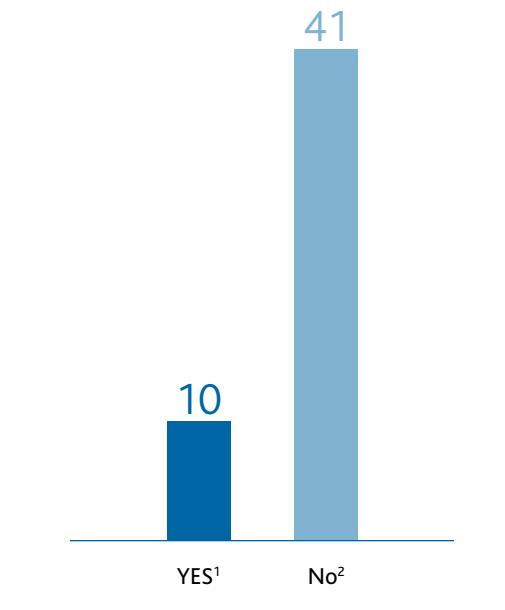
6. South Carolina also offers a supplemental defined contribution plan.

7. Utah offers a choice between a defined contribution or a hybrid plan.

8. Washington offers a choice between a defined benefit or a hybrid plan.

Figure 110

*Do states offer teachers an option other than a nonportable defined benefit plan?*



1. **Strong Practice:** Alaska, Florida, Indiana, Michigan, Ohio, Oregon, South Carolina, South Dakota, Utah, Washington

2. Alabama, Arizona, Arkansas, California, Colorado<sup>3</sup>, Connecticut, Delaware, District of Columbia, Georgia, Hawaii<sup>3</sup>, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

3. Although not fully portable, the state's defined benefit plan has some notable portability provisions.

Figure 111

1. For teachers who join the system on or after January 1, 2012.
2. Florida's defined benefit plan does not vest until year eight; teachers vest in the state's defined contribution plan after one year.
3. For teachers who join the system on or after July 1, 2012.
4. Ohio's defined benefit plan does not vest until year five; teachers vest in the state's defined contribution plan after one year.
5. Oregon offers a hybrid plan in which teachers vest immediately in the defined contribution component and vest in the defined benefit component after five years.
6. South Carolina's defined benefit plan does not vest until year five; teachers vest immediately in the state's defined contribution plan.
7. Based on Washington's Plan 2. The state also offers a hybrid plan in which teachers vest immediately in the defined contribution component and vest in the defined benefit component after 10 years.

Figure 111

*How many years before teachers vest?*

	3 YEARS OR LESS	4 to 5 years	6 to 9 years	10 years
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio <sup>4</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon <sup>5</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina <sup>6</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington <sup>7</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 29 3 16

Figure 112

What funds do states permit teachers to withdraw from their defined benefit plans if they leave after five years?<sup>1</sup>

	Less than their own contribution	Only their own contribution	Their own contribution plus interest	Their own contribution and part of the employer contribution	THEIR OWN CONTRIBUTION AND FULL EMPLOYER CONTRIBUTION PLUS INTEREST
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa <sup>4</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan <sup>5</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada <sup>6</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio <sup>7</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon <sup>8</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina <sup>9</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah <sup>10</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington <sup>11</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 5 34 6 1

1. States' withdrawal policies may vary depending on a teacher's years of service. Year five is used as a common point of comparison.

2. As of July 1, 2006, Alaska only offers a defined contribution plan to new members, which allows teachers leaving the system after five years to withdraw 100 percent of the employer contribution.

3. California has a defined benefit plan with a small cash balance component, which allows exiting teachers to withdraw their contributions and any employer contributions plus earnings from their cash balance component, regardless of their actions regarding their defined benefit account.

4. Once vested, Iowa teachers may withdraw an employer match equal to one-thirtieth of their years of service. Effective July 1, 2012 teachers vest at seven years of service, so a teacher leaving at year five would not be entitled to any employer contribution.

5. Michigan only offers a hybrid plan. Existing teachers may withdraw their own contributions and accrued earnings immediately and the employer contributions to the defined contribution component once vested at year four. Michigan teachers may withdraw their own contributions and accrued interest from the defined benefit component but may not withdraw the employer contribution.

6. Most teachers in Nevada fund the system by salary reductions or forgoing pay raises and thus do not have direct contributions to withdraw. The small minority that are in a contributory system may withdraw their contributions plus interest.

7. Ohio has two other pension plans. Ohio's defined contribution plan allows teachers with at least one year of service who are leaving the system to withdraw 100 percent of the employer contribution. Existing teachers with at least five years of experience in Ohio's combination plan may withdraw their employee-funded defined contribution component and the present value of the benefits offered in the defined benefit component.

8. Oregon only has a hybrid retirement plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.

9. South Carolina also has a defined contribution plan, which allows exiting teachers to withdraw 100 percent of their contributions and employer contributions, plus earnings.

10. Utah offers a hybrid pension plan, which only has employee contributions when the costs exceed the guaranteed employer contribution. When costs are less than the employer contribution, the excess is contributed to the employee account and refundable after vesting.

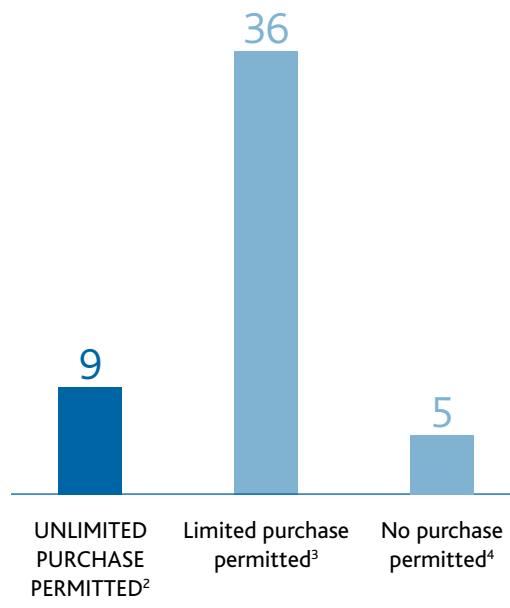
11. Washington also has a hybrid plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.

## ★ EXAMPLES OF BEST PRACTICE

**Alaska** provides a fair and flexible defined contribution pension plan for all teachers. This plan is also highly portable, as teachers are entitled to 100 percent of employer contributions after five years of service. **South Dakota's** defined benefit plan has some creative provisions, which makes it more like a defined contribution plan. Most notably, teachers are able to withdraw 85 percent of their employer contributions after three years of service. In addition, **Florida, Ohio, South Carolina and Utah** are noteworthy for offering teachers a choice between a defined benefit or hybrid plan and a defined contribution plan.

Figure 113

*Do states permit teachers to purchase time for previous teaching experience?<sup>1</sup>*



1. Purchasing time does not apply to defined contribution plans. In states that offer multiple plans or a hybrid plan, the graph refers to the state's defined benefit plan or the defined benefit component of its hybrid plan. Alaska only offers a defined contribution plan and is not included.

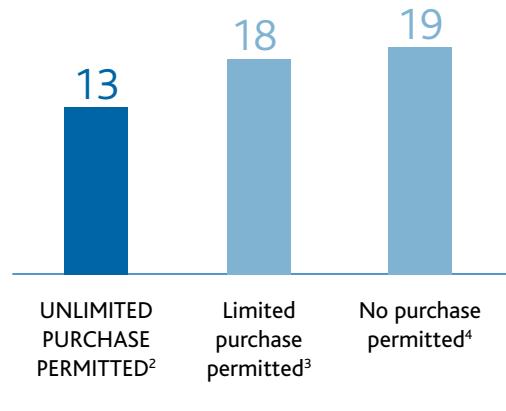
2. **Strong Practice:** California, Iowa, Kansas, Louisiana, New Hampshire, North Dakota, South Carolina, South Dakota, Utah

3. Alabama, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Indiana, Kentucky, Maine, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

4. Hawaii, Michigan, Minnesota, New York, Oregon

Figure 114

*Do states permit teachers to purchase time for leaves of absence?<sup>1</sup>*



1. Purchasing time does not apply to defined contribution plans. In states that offer multiple plans or a hybrid plan, the graph refers to the state's defined benefit plan or the defined benefit component of its hybrid plan. Alaska only offers a defined contribution plan and is not included.

2. **Strong Practice:** Alabama, California, Delaware, Illinois, Iowa, Maryland, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Carolina, South Dakota

3. Arizona, Connecticut, District of Columbia, Florida, Idaho, Indiana, Kentucky, Louisiana, Massachusetts, Montana, New Jersey, North Carolina, Oklahoma, Rhode Island, Vermont, Virginia, Washington, Wyoming

4. Arkansas, Colorado, Georgia, Hawaii, Kansas, Maine, Michigan, Mississippi, Nevada, New Hampshire, New Mexico, New York, Oregon, Pennsylvania, Tennessee, Texas, Utah, West Virginia, Wisconsin

## Area 4: Retaining Effective Teachers

### Goal H – Pension Sustainability

**The state should ensure that excessive resources are not committed to funding teachers' pension systems.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that its pension system is financially sustainable, without excessive unfunded liabilities or an inappropriately long amortization period.
2. Mandatory employer and employee contribution rates should not be unreasonably high, as they reduce teachers' paychecks and commit district resources that could otherwise be spent on salaries or incentives.

#### Findings

In addition to their salaries, virtually all teachers are also entitled to a pension as part of their compensation packages. In an era when pension benefits have been declining across industries and professions, teachers' pensions remain a fixture. However, the financial health and sustainability of many states' pension systems is questionable. Looking at state progress since 2009, it is on pension issues that the most changes in the states are evident. Unfortunately, the direction of the "progress" is negative. A full 29 states lost ground on this indicator since 2009. While these changes are more generally linked to the market downturn than to new policies over the last two years, the need for systemic reform of state pension systems only continues to grow.

Figure 115

#### *How States are Faring on Pension Sustainability*

- 3 Best Practice States**  
South Dakota, Tennessee, Wisconsin
- 3 States Meet Goal**  
Alaska, District of Columbia ↑, Florida
- 6 States Nearly Meet Goal**  
Delaware ↓, Georgia, New York, North Carolina, Washington, Wyoming ↑
- 9 States Partly Meet Goal**  
California ↓, Idaho ↓, Indiana, Iowa ↓, Nebraska ↓, Nevada ↓, Oregon ↓, Texas ↓, Utah ↓
- 20 States Meet a Small Part of Goal**  
Alabama, Arizona, Colorado ↓, Connecticut, Illinois ↓, Kansas, Kentucky ↓, Louisiana ↓, Maine ↓, Massachusetts ↓, Michigan ↓, Minnesota, Mississippi ↓, New Hampshire ↓, New Jersey ↓, Rhode Island ↓, South Carolina, Vermont ↓, Virginia, West Virginia
- 10 States Do Not Meet Goal**  
Arkansas ↓, Hawaii ↓, Maryland ↓, Missouri ↓, Montana ↓, New Mexico, North Dakota ↓, Ohio ↓, Oklahoma, Pennsylvania ↓

#### Progress on this Goal Since 2009:

↑ : 2    ↔ : 20    ↓ : 29

Figure 116

*Do state pension systems meet standard benchmarks for financial health?*

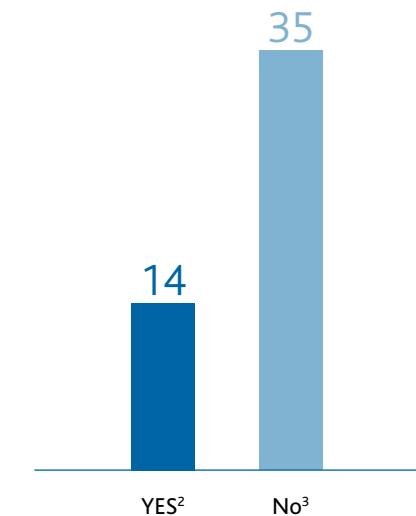


### EXAMPLES OF BEST PRACTICE

**South Dakota, Tennessee and Wisconsin** provide financially sustainable pension systems without committing excessive resources. The systems in these states are fully funded without requiring excessive contributions from teachers or school districts.

Figure 117

*Are state pension systems financially sustainable?*<sup>1</sup>



1. Cannot be determined for Michigan or Utah, which recently opened new systems.

2. **Strong Practice:** Alaska, Delaware, District of Columbia, Florida, Georgia, Indiana<sup>4</sup>, Nebraska, New York, North Carolina, Oregon, South Dakota, Tennessee, Washington, Wisconsin

3. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Vermont, Virginia, West Virginia, Wyoming

4. Based on Indiana's current plan only.

Figure 116

1. The amortization period is set to be under 30 years; however, the amortization period is not determined because the state is not meeting its annual required contribution.

2. Michigan opened a new system in July 2010.

3. Utah opened a new system in July 2011.

Figure 118  
*Real Rate of Return*

The pension system funding levels reported here are based on each state's individual actuarial valuation, which use a series of varying assumptions. One of these assumptions concerns rate of return, which greatly affects a system's funding level. If investment returns fall short of assumptions, the fund will have a deficit; if returns are greater than expected, the fund will have a surplus. Higher assumed rates involve more risk, while rates closer to inflation (typically in the 3-5 percent range) are safer.

Most state pension funds assume a rate between 7.5 percent and 8.25 percent. A state using a 7.5 percent rate will report a lower funding level than if it had used 8.25 percent, even though its liabilities remain the same. Many states report that they do meet or exceed an eight percent rate of return over the life of the plan.

However, some economists argue that states' assumed rates of return are too high, and should instead be closer to four percent. They caution that the risk associated with states' higher rates is borne by taxpayers, with the result that tax rates rise to fund pension deficits. A rate closer to four percent would make the vast majority of the nation's pension systems less than 50 percent funded. In light of the current market situation, the debate over the rate of return is particularly timely. With no current consensus by experts or policymakers, NCTQ used states' self-reported numbers rather than recalculate all funding levels based on a standard rate of return. Considering how many states' systems NCTQ found in questionable financial health without using the lower rates some economists prefer, it is clear this is an issue that demands policymakers' attention.

Figure 119

1. Alaska has only a defined contribution pension system.
2. Indiana's current plan is 94.7 percent funded. However, when the current plan is combined with its closed plan, the funding level drops to 44.3 percent.

Figure 119  
*How well funded are state pension systems?*



Figure 120

*What is a reasonable rate for pension contributions?*

- 4-7 percent each for teachers and districts in states participating in Social Security
- 10-13 percent each for teachers and districts in states not participating in Social Security

Analysts generally agree that workers in their 20's with no previous retirement savings should save, in addition to Social Security contributions, about 10-15 percent of their gross income in order to be able to live during retirement on 80 percent of the salary they were earning when they retired. While the recommended savings rate varies with age and existing retirement savings, NCTQ has used this 10-15 percent benchmark as a reasonable rate for its analyses. To achieve a total savings of 10-15 percent, teacher and employer contributions should each be in the range of 4-7 percent. In states where teachers do not participate in Social Security, the total recommended retirement savings (teacher plus employer contributions) is about 12 percent higher to compensate for the fact that these teachers will not have Social Security income when they retire. In order to achieve the appropriate level of total savings, teacher and employer contributions in these states should each be in the range of 10-13 percent.

*Sources:*

[http://www.schwab.com/public/schwab/resource\\_center/expert\\_insight/retirement\\_strategies/planning/how\\_much\\_should\\_you\\_save\\_for\\_retirement\\_play\\_the\\_percentages.html](http://www.schwab.com/public/schwab/resource_center/expert_insight/retirement_strategies/planning/how_much_should_you_save_for_retirement_play_the_percentages.html)  
<https://personal.vanguard.com/us/insights/retirement/saving/set-retirement-goals>

Figure 121

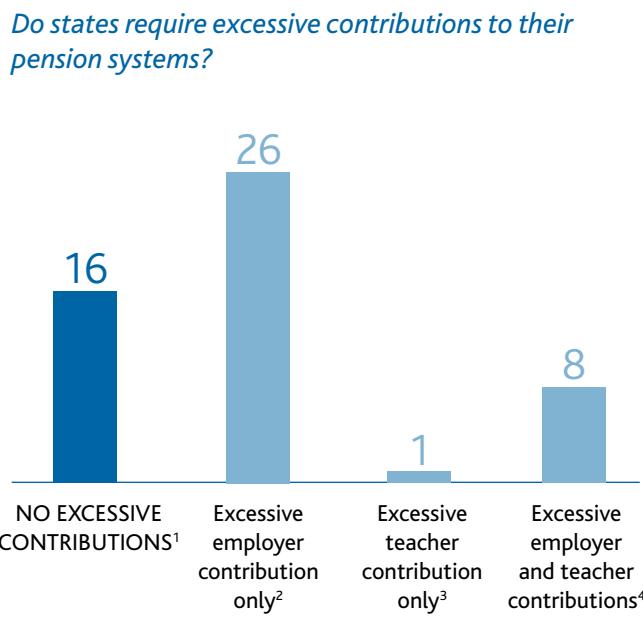
*What are the current employer<sup>1</sup> contribution rates to state pension systems?*



Figure 121

1. The employer contribution rate includes the contributions of both school districts and state governments, where appropriate.
2. The contribution rate is set to increase in future years. Some school districts in Georgia do not contribute to Social Security.
3. The contribution rate is set to increase in future years.
4. Michigan opened a new system in July 2010 and employer contributions are not yet reported.
5. New Jersey reports its contributions as a flat dollar amount, and a percentage could not be calculated.
6. The contribution rate is set to increase in future years. Most, but not all, school districts in Rhode Island contribute to Social Security.
7. The contribution rate is set to decrease in 2012.

Figure 122



1. Strong Practice: Alaska, California, Colorado, District of Columbia, Florida, Illinois, Indiana, Minnesota, Nevada, New Jersey<sup>5</sup>, South Dakota, Tennessee, Texas, Vermont, Wisconsin, Wyoming

2. Alabama, Arkansas, Connecticut, Delaware, Georgia, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Montana, New Hampshire, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, Utah, Virginia, Washington, West Virginia

3. Michigan<sup>6</sup>

4. Arizona, Hawaii, Mississippi, Missouri, Nebraska, New Mexico, Pennsylvania, Rhode Island

5. While not excessive, the employer and state contribution are quite low. The most recent total employer contribution was only 5.4 percent of the actuarially-determined annual required contribution.

6. Employer contribution rates to Michigan's new system have not yet been reported.

Figure 123

1. The contribution rate is set to increase in future years.
2. Teachers contribute 9.4 percent to the defined benefit component and are automatically enrolled to contribute 2 percent to the defined contribution component; teachers may change the latter rate.
3. The contribution rate is set to increase in 2012 and decrease in 2014.
4. Teachers share in the employer contribution through salary reductions or foregoing equivalent pay raises.
5. For teachers hired after July 1, 2011, the contribution ranges from 7.5-12.3 based on a variety of factors.
6. Teachers in the hybrid plan must make a mandatory contribution if the employer contribution does not cover system costs.
7. For the defined benefit plan; the rate varies for the defined contribution plan from a minimum of 5 percent.

Figure 123

*How much do state pension systems require teachers to contribute?*



## Area 4: Delivering Well-Prepared Teachers

### Goal I – Pension Neutrality

**The state should ensure that pension systems are neutral, uniformly increasing pension wealth with each additional year of work.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The formula that determines pension benefits should be neutral to the number of years worked. It should not have a multiplier that increases with years of service or longevity bonuses.
2. The formula for determining benefits should preserve incentives for teachers to continue working until conventional retirement ages. Eligibility for retirement benefits should be based on age and not years of service.

#### Findings

Most states' pension systems are not neutral, meaning that each year of work does not accrue pension wealth in a uniform way. The inequities that are built into formulas for calculating pension benefits are generally to the advantage of veteran teachers. Fifteen states use multipliers to calculate retirement benefits that increase with years of service. As these multipliers increase, more experienced teachers receive even more generous benefits. Another way that pension benefits are not awarded fairly is through the common policy of setting retirement eligibility at different ages and years of service. A fair system sets a standard, conventional retirement age for all teachers, without factoring in years of service. This does not mean that all teachers should receive the same benefits regardless of years of service, merely that eligibility should be determined in a way that treats all teachers equitably. Early retirement before the standard age can also be permitted in an equitable system, provided that benefits are reduced accordingly. Forty-three states (down from 46 in 2009) determine retirement eligibility based on years of service, at a price of hundreds of thousands of dollars in additional benefits per teacher.

Figure 124

#### *How States are Faring on Pension Neutrality*

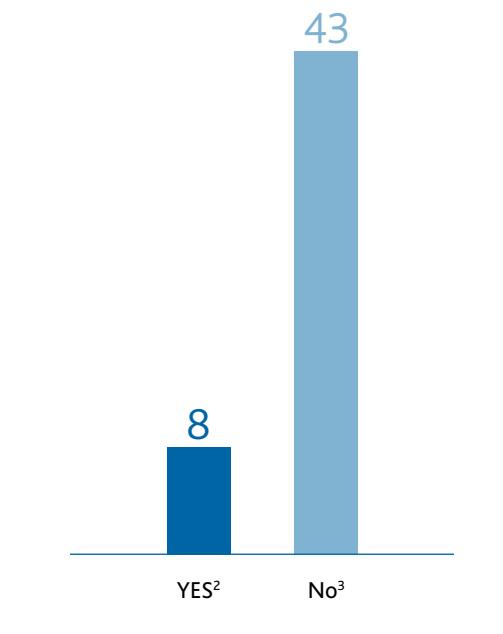
 1	<b>Best Practice State</b> Alaska
 3	<b>States Meet Goal</b> Illinois↑, Minnesota, New Jersey↑
 8	<b>States Nearly Meet Goal</b> Louisiana↑, Maine↑, Michigan↑, Ohio, Oregon, South Carolina, Utah↑, Washington
 26	<b>States Partly Meet Goal</b> Alabama, Arkansas, Colorado, Delaware, District of Columbia, Florida, Georgia, Hawaii↑, Idaho, Indiana, Kansas, Maryland, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota↑, Oklahoma↑, Pennsylvania, South Dakota, Tennessee, Texas, Virginia, West Virginia, Wisconsin
 1	<b>State Meets a Small Part of Goal</b> New Hampshire↑
 12	<b>States Do Not Meet Goal</b> Arizona, California, Connecticut, Iowa, Kentucky, Massachusetts, Mississippi, Missouri, New York, Rhode Island, Vermont↓, Wyoming

#### Progress on this Goal Since 2009:

↑ : 10    ↔ : 40    ↓ : 1

Figure 125

*Do states base retirement eligibility on age, which is fair to all teachers?*<sup>1</sup>



1. This only refers to determining retirement eligibility, not retirement benefits.

2. **Strong Practice:** Alaska, Illinois, Louisiana, Maine, Michigan, Minnesota, New Hampshire, New Jersey

3. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, Washington, Wisconsin, Wyoming

Figure 126

1. All calculations are based on a teacher who starts teaching at age 22, earns a starting salary of \$35,000 that increases 3 percent per year, and retires at the age s/he is first eligible for unreduced benefits. The calculations use states' current benefit formulas and do not include cost of living increases. The final average salary was calculated as the average of the highest three years of salary, even though a few states may vary from that standard. Age 65 was used as a point of comparison because it is the minimum eligibility for unreduced Social Security benefits.

2. Does not apply to Alaska's defined contribution plan.

3. Minnesota provides unreduced retirement benefits at the age of full Social Security benefits or age 66, whichever comes first.

4. California's formula has many options for retirement. A teacher with 40 years of experience at age 62 would reach California's maximum allowable multiplier of 2.4 percent.

5. Age 60 is the earlier teachers hired on or after July 1, 2012 may retire. Teachers hired prior to this point may retire at age 55.

6. Massachusetts's formula has many options for retirement. A teacher with 35 years of experience at age 57 would reach Massachusetts's maximum allowable benefit of 80 percent.

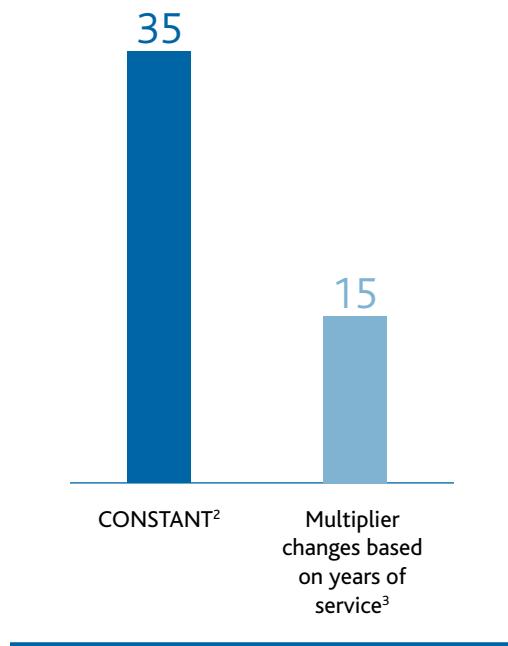
Figure 126

*How much do states pay for each teacher that retires with unreduced benefits at an early age?*<sup>1</sup>

	Total amount in benefits paid per teacher from the time of retirement until age 65	Earliest retirement age that a teacher who started teaching at age 22 may receive unreduced benefits
Alaska <sup>2</sup>		
Illinois	\$0	67
Maine	\$0	65
Minnesota <sup>3</sup>	\$0	66
New Hampshire	\$0	65
New Jersey	\$0	65
Washington	\$0	65
Tennessee	\$238,654	52
Michigan	\$289,187	60
California <sup>4</sup>	\$310,028	62
Indiana	\$317,728	55
Hawaii <sup>5</sup>	\$337,385	60
Kansas	\$337,385	60
Oregon	\$361,536	58
North Dakota	\$385,583	60
Oklahoma	\$385,583	60
Maryland	\$413,808	56
Wisconsin	\$416,007	57
Rhode Island	\$430,013	59
New York	\$440,819	57
Texas	\$443,421	60
South Dakota	\$447,707	55
Virginia	\$468,982	56
Louisiana	\$481,979	60
Florida	\$485,257	55
Vermont	\$486,832	56
Montana	\$518,228	47
Connecticut	\$520,009	57
Utah	\$520,009	57
Iowa	\$551,428	55
Idaho	\$551,743	56
North Carolina	\$568,555	52
South Carolina	\$577,142	50
Nebraska	\$577,687	55
West Virginia	\$577,687	55
Delaware	\$577,927	52
District of Columbia	\$585,737	52
Massachusetts <sup>6</sup>	\$594,296	57
Georgia	\$624,786	52
Mississippi	\$624,786	52
Alabama	\$625,747	47
Colorado	\$650,011	57
Pennsylvania	\$650,011	57
Wyoming	\$655,506	54
Arizona	\$664,340	55
Arkansas	\$681,789	50
Ohio	\$687,265	52
New Mexico	\$734,124	52
Nevada	\$780,983	52
Missouri	\$789,343	51
Kentucky	\$791,679	49

Figure 127

*What kind of multiplier do states use to calculate retirement benefits?*<sup>1</sup>



1. Alaska has a defined contribution plan, which does not have a benefit multiplier.
2. **Strong Practice:** Alabama, Arkansas, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Louisiana, Maine, Maryland, Michigan, Minnesota, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin
3. Arizona, California, Connecticut, Florida, Iowa, Kentucky, Massachusetts, Mississippi, Missouri, New Hampshire, New York, Ohio, Rhode Island, Vermont, Wyoming



### EXAMPLES OF BEST PRACTICE

**Alaska** offers a defined contribution pension plan that is neutral, with pension wealth accumulating in an equal way for all teachers for each year of work. In addition, **Illinois**, **Minnesota** and **New Jersey** offer a defined benefit plan with a formula multiplier that does not change relative to years of service and does not allow unreduced benefits for retirees below age 65. Illinois and New Jersey are further commended for ending their previous practices of allowing teachers to retire well before Social Security age without a reduction in benefits.

Figure 128

### *Double-Dipping: Cure the Disease, Not the Symptom*

Benefit recipients in teacher pension plans have recently been under scrutiny for "double-dipping," when individuals receive a pension and salary at the same time. This can occur when teachers reach retirement eligibility, yet wish to keep working without losing pension wealth. Teachers can retire, start receiving their monthly benefits and then return to teaching. The restrictions on a teacher's ability to return to work vary from state to state. Policies can include waiting periods, limitations on earnings or restrictions to working in difficult-to-fill positions.

Some descriptions portray teachers working while collecting their pensions as greedy or somehow taking advantage, when in fact they are just following the system that is in place. When a teacher reaches retirement eligibility in a defined benefit system, her pension wealth peaks and, after that, wealth accrual slows or even decreases because every year a teacher delays retirement, she loses a year of pension benefits. For example, if a teacher could retire with 60 percent of her salary at age 56, then every year she teaches past that point she is, in effect, working for only 40 percent of her pay because she is not receiving her pension. This puts relatively young teachers and the districts who wish to retain them in a difficult position. Districts want to keep effective teachers in schools, but the financial reality for teachers is hard to pass up.

Retirees returning to work are also an issue for defined benefit pension system funding because contributions are not being made to the system that would be made if those positions were held by non-retirees. This adds to the funding imbalances that many states' defined benefit systems face.

Some states have created Deferred Retirement Option Plans (DROP) in which retirees can have their benefits placed in a savings account while they return to work and, once they retire again, they can receive the lump sum in their DROP accounts and resume their monthly benefits.

Returning to work would not be a large policy issue if systems did not allow teachers to retire with unreduced benefits at such relatively young ages and if pension wealth accrual were more neutral. An effective teacher should be able to keep teaching and at the same time know that her pension wealth will not erode. More systemic fixes—like the ones outlined in the *Yearbook*—are needed. Calls to prohibit double-dipping are not addressing the real problem.



## Area 5: Exiting Ineffective Teachers

### Goal A – Licensure Loopholes

**The state should close loopholes that allow teachers who have not met licensure requirements to continue teaching.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Under no circumstances should a state award a standard license to a teacher who has not passed all required subject-matter licensing tests.
2. If a state finds it necessary to confer conditional or provisional licenses under limited and exceptional circumstances to teachers who have not passed the required tests, the state should ensure that requirements are met within one year.

#### Findings

While five states have made some progress on this goal since 2009, it is still the case that the majority of states place students at risk by allowing teachers in classrooms who have not passed all required licensure tests. Licensure tests are meant to ensure that a person meets the minimal qualifications to be a teacher. Yet only nine states insist that teachers pass all tests prior to beginning to teach. Eight states give teachers up to two years to pass the tests, and 18 states give teachers three or more years or don't specify a time period at all within which teachers must meet licensing test requirements.

It is understandable that states may, under limited circumstances, need to fill a small number of classroom positions with individuals who do not hold full teaching credentials. Thirteen states, however, issue either renewable or multiyear emergency licenses, meaning that teachers who have not met all minimum requirements are allowed to remain in classrooms for extended—and perhaps indefinite—periods of time.

Figure 129

#### *How States are Faring on Closing Licensure Loopholes*

 4	<b>Best Practice States</b> Colorado, Illinois↑, Mississippi, New Jersey
 4	<b>States Meet Goal</b> Nevada, New Mexico, South Carolina, Virginia
 13	<b>States Nearly Meet Goal</b> Alabama, Arkansas, Connecticut, District of Columbia, Georgia, Kentucky↑, Massachusetts, North Dakota, Ohio, Oklahoma↑, Rhode Island↑, Utah↑, West Virginia
 2	<b>States Partly Meet Goal</b> Iowa, Wyoming
 2	<b>States Meet a Small Part of Goal</b> Michigan, Vermont
 26	<b>States Do Not Meet Goal</b> Alaska, Arizona, California, Delaware, Florida, Hawaii, Idaho, Indiana, Kansas, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New York, North Carolina, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Washington, Wisconsin

#### Progress on this Goal Since 2009:

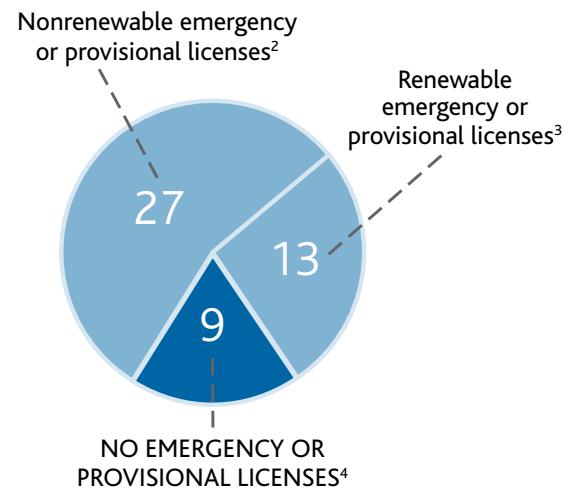
↑ : 5    ↔ : 46    ↓ : 0

## ★ EXAMPLES OF BEST PRACTICE

**Colorado, Illinois, Mississippi, and New Jersey** require all new teachers to pass all required subject-matter tests as a condition of initial licensure.

Figure 130

### *Do states still award emergency licenses?<sup>1</sup>*



1. Not applicable to Montana and Nebraska, which do not require subject matter testing.

2. Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Maryland, Massachusetts, New Hampshire, New York, North Carolina, North Dakota<sup>5</sup>, Ohio<sup>5</sup>, Oklahoma, Oregon, Rhode Island, Vermont, Washington, West Virginia, Wyoming

3. Arizona, Hawaii, Indiana, Louisiana, Maine, Michigan, Minnesota, Missouri, Pennsylvania, South Dakota, Tennessee, Texas, Wisconsin

4. **Strong Practice:** Colorado, Illinois, Mississippi, Nevada, New Jersey, New Mexico, South Carolina, Utah, Virginia

5. License is renewable, but only if licensure tests are passed.

Figure 131

1. Iowa only requires subject-matter testing for elementary teachers.
2. Montana does not require subject-matter testing.
3. Nebraska does not require subject-matter testing.
4. There is a potential loophole in Utah, as alternate route teachers appear able to delay passage of subject-matter tests.
5. Wyoming only requires subject-matter testing for elementary and social studies teachers.

Figure 131

### *How long can new teachers practice without passing licensing tests?*

	NO DEFERRAL	Up to 1 year	Up to 2 years	3 years or more (or unspecified)
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa <sup>1</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah <sup>4</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming <sup>5</sup>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9 14 8 18

## Area 5: Exiting Ineffective Teachers

### Goal B – Unsatisfactory Evaluations

**The state should articulate consequences for teachers with unsatisfactory evaluations, including specifying that teachers with multiple unsatisfactory evaluations should be eligible for dismissal.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that all teachers who receive a single unsatisfactory evaluation be placed on an improvement plan, whether or not they have tenure.
2. The state should require that all teachers who receive two consecutive unsatisfactory evaluations or two unsatisfactory evaluations within five years be formally eligible for dismissal, whether or not they have tenure.

#### Findings

The landscape is changing on teacher evaluations. In no other area measured in the *Yearbook* have states made more progress since 2009 than on adopting policies to measure teacher performance and use teacher evaluations in meaningful ways. In part spurred on by competition for Race to the Top funds, in many states teacher evaluations will no longer be regarded as a formality without significance or consequences. Thirty-four states articulate consequences for teachers with unsatisfactory evaluations. Twenty-seven states require that any teacher who receives an unsatisfactory rating be placed on an improvement plan after a single unsatisfactory rating. Compared to 13 states in 2009, 17 states now specify that teachers with multiple unsatisfactory evaluations should be eligible for dismissal.

Figure 132

#### *How States are Faring on Consequences for Unsatisfactory Evaluations*

 2	<b>Best Practice States</b> Illinois↑, Oklahoma
 11	<b>States Meet Goal</b> Alaska, Arkansas↑, Colorado↑, Delaware↑, Florida, Indiana↑, Louisiana, New Mexico, New York↑, Rhode Island↑, Washington
 6	<b>States Nearly Meet Goal</b> Georgia, Hawaii, Michigan↑, North Carolina, South Carolina, Texas
 13	<b>States Partly Meet Goal</b> California, Connecticut, Iowa, Massachusetts↑, Minnesota↑, Mississippi, Missouri, Nevada↑, Oregon, Pennsylvania, Tennessee↑, Utah, West Virginia
 5	<b>States Meet a Small Part of Goal</b> Arizona, Idaho↑, Ohio↑, Virginia, Wyoming↑
 14	<b>States Do Not Meet Goal</b> Alabama↓, District of Columbia, Kansas, Kentucky, Maine, Maryland, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, South Dakota, Vermont, Wisconsin

#### Progress on this Goal Since 2009:

↑ : 15    ↔ : 35    ↓ : 1

Figure 133

*What are the consequences for teachers who receive unsatisfactory evaluations?*

	IMPROVEMENT PLAN AFTER A SINGLE UNSATISFACTORY RATING	ELIGIBLE FOR DISMISSAL AFTER MULTIPLE UNSATISFACTORY RATINGS	Other consequences	No articulated consequences
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>3</sup>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>4</sup>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/> <sup>5</sup>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>6</sup>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

27

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8

17

1. Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.

2. While results of evaluations may be used in dismissal decisions, there are no specific criteria for a teacher's eligibility for dismissal.

3. Improvement plans are only used for teachers in identified "Schools At Risk." Those same teachers are also eligible for dismissal for multiple unsatisfactory evaluations.

4. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not clear that a teacher is eligible for dismissal.

5. Teachers in low performing schools can be dismissed after one negative rating.

6. Local school boards must include procedures for using evaluation results for the removal of poorly performing teachers.



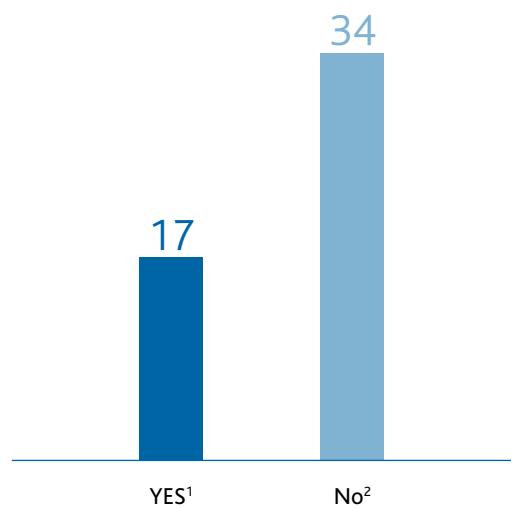
## EXAMPLES OF BEST PRACTICE

**Illinois** and **Oklahoma** both require that teachers who receive unsatisfactory evaluations be placed on improvement plans. Teachers in Illinois are then evaluated three times during a 90-day remediation period and are eligible for dismissal if performance remains unsatisfactory. In addition, new legislation in Illinois allows districts to dismiss a teacher without going through the remediation process if that teacher has already completed a remediation plan but then receives an unsatisfactory rating within the next three years. Oklahoma's improvement plan may not exceed two months, and if performance does not improve during that time, teachers are eligible for dismissal.

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Figure 134

*Do states specify that all teachers with multiple unsatisfactory evaluations are eligible for dismissal?*



1. **Strong Practice:** Alaska, Arkansas, Colorado, Delaware, Florida, Hawaii, Illinois, Indiana, Louisiana, Michigan, New Mexico, New York, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Washington

2. Alabama, Arizona, California, Connecticut, District of Columbia, Georgia, Idaho<sup>3</sup>, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada<sup>4</sup>, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oregon, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

3. Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.

4. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not clear that a teacher is eligible for dismissal.

## Area 5: Exiting Ineffective Teachers

### Goal C – Dismissal for Poor Performance

**The state should articulate that ineffective classroom performance is grounds for dismissal and ensure that the process for terminating ineffective teachers is expedient and fair to all parties.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should articulate that teachers may be dismissed for ineffective classroom performance.
2. A teacher who is terminated for poor performance should have an opportunity to appeal. In the interest of both the teacher and the school district, the state should ensure that this appeal occurs within a reasonable time frame.
3. There should be a clear distinction between the process and accompanying due process rights for teachers dismissed for classroom ineffectiveness and the process and accompanying due process rights for teachers dismissed or facing license revocation for felony or morality violations or dereliction of duties.

#### Findings

In 2009, no state did better than to partly meet this goal. This year, nine states meet or nearly meet the goal, with two states highlighted for best practices. Further, 13 states specify, either through dismissal or evaluation policy, that ineffectiveness in the classroom can lead to teacher dismissal.

Still, many state policies make it difficult for districts to dismiss ineffective teachers. While all but four states have laws on their books that address teacher dismissal, the laws are much more likely to consider criminal and moral violations than teacher performance. When performance is included in the policy, it is usually in a euphemistic term such as "incompetency," "inefficiency" or "incapacity." These terms are ambiguous at best and may be interpreted as concerning dereliction of duty rather than ineffectiveness.

Further complicating this issue, state laws do not distinguish between the due process rights that accompany dismissal for performance issues and

Figure 135

#### *How States are Faring in Dismissal for Poor Performance*

 1	<b>Best Practice State</b> Oklahoma↑
 2	<b>States Meet Goal</b> Florida↑, Indiana↑
 6	<b>States Nearly Meet Goal</b> Colorado↑, Illinois↑, Michigan↑, New York↑, Rhode Island↑, Tennessee↑
 8	<b>States Partly Meet Goal</b> Arizona↑, Delaware↑, Hawaii↑, Massachusetts↑, Nevada↑, Ohio↑, Wisconsin, Wyoming↑
 4	<b>States Meet a Small Part of Goal</b> Louisiana, New Hampshire, Virginia, West Virginia
 30	<b>States Do Not Meet Goal</b> Alabama, Alaska, Arkansas, California, Connecticut, District of Columbia, Georgia, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Washington

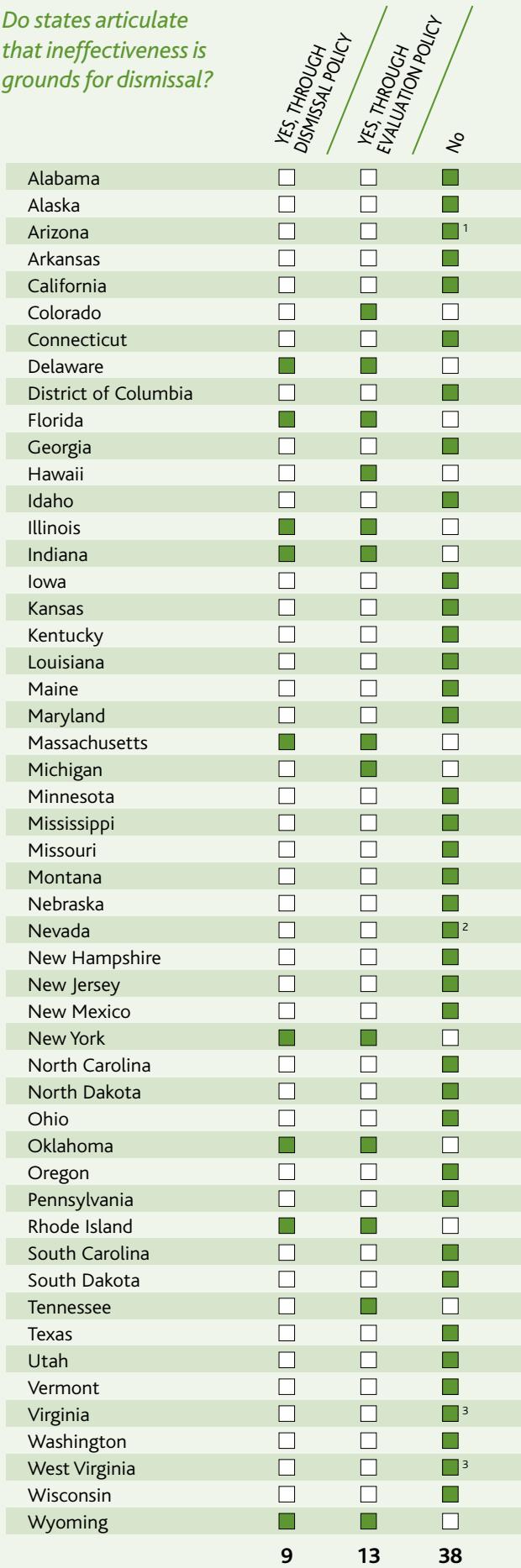
#### Progress on this Goal Since 2009:

↑ : 16    ↔ : 35    ↓ : 0

criminal and moral violations--offenses that also frequently result in license revocation. Thirty-seven states allow multiple appeals of dismissals. While teachers should have an opportunity to appeal, multiple levels of appeal drain resources from school districts and create a disincentive for districts to attempt to dismiss poor performers. Multiple appeals also almost invariably involve courts or arbitrators, taking decisions about teachers away from those with educational expertise.

Figure 136

*Do states articulate that ineffectiveness is grounds for dismissal?*

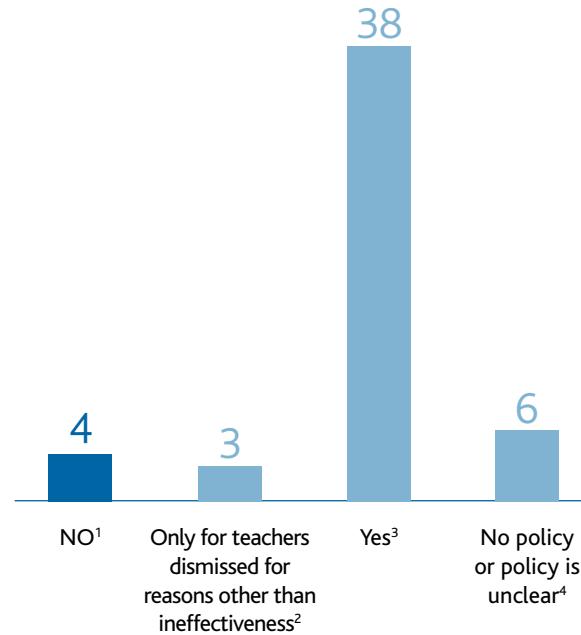


## ★ EXAMPLES OF BEST PRACTICE

**Oklahoma** clearly articulates that teacher ineffectiveness in the classroom is grounds for dismissal and has taken steps to ensure that the dismissal process for teachers deemed to be ineffective is expedited. Teachers facing dismissal have only one opportunity to appeal.

Figure 137

*Do states allow multiple appeals of teacher dismissals?*



1. **Strong Practice:** Florida, Louisiana, Oklahoma, Wisconsin

2. Teachers in these states revert to probationary status following ineffective evaluation ratings, meaning that they no longer have the due process right to multiple appeals: Colorado, Indiana, Tennessee

3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois<sup>5</sup>, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Virginia, Washington, West Virginia, Wyoming

4. District of Columbia, Maine, Nebraska, Nevada<sup>6</sup>, Utah, Vermont

5. The teacher is responsible for the cost of the second appeal.

6. Though a teacher returns to probationary status after two consecutive unsatisfactory ratings, the state does not articulate clear policy about its appeals process.

Figure 136

1. It is left to districts to define "inadequacy of classroom performance."
2. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not articulated that ineffectiveness is grounds for dismissal.
3. Dismissal policy includes dismissal for unsatisfactory evaluations, but the state's evaluation system does not measure teacher effectiveness (see Goal 3-B).

## Area 5: Exiting Ineffective Teachers

### Goal D – Reductions in Force

**The state should require that its school districts consider classroom performance as a factor in determining which teachers are laid off when a reduction in force is necessary.**

#### Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that districts consider classroom performance and ensure that seniority is not the only factor used to determine which teachers are laid off.

#### Findings

Today, the overwhelming majority of school districts use seniority as the only determinant of teacher layoff decisions. But given what is at stake—that student progress depends a great deal on the quality of teachers to which they are assigned—teacher performance should be a factor in any layoff. Student needs should be paramount when considering how best to handle employment decisions. The academic costs of laying off teachers without attention to classroom performance are potentially high. For 2011, NCTQ added a goal to examine the extent to which states require districts to consider factors other than seniority in making decisions about layoffs. Eleven states require districts to consider performance in making reductions in force. In 23 states, layoff decisions are left entirely to districts, and another 11 states require districts to consider seniority in layoffs. In five states, it is the only factor that can be considered.

Figure 138

#### *How States are Faring in Reductions in Force*

 3	<b>Best Practice States</b> Colorado, Florida, Indiana
 6	<b>States Meet Goal</b> Illinois, Michigan, Missouri, Oklahoma, Texas, Utah
 4	<b>States Nearly Meet Goal</b> Nevada, Ohio, Rhode Island, Tennessee
 4	<b>States Partly Meet Goal</b> Arizona, Idaho, Maine, New Hampshire
 0	<b>States Meet a Small Part of Goal</b>
 34	<b>States Do Not Meet Goal</b> Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Progress on this Goal Since 2009:

**New Goal**

Figure 139

*Do states prevent districts from basing layoffs solely on "last in, first out"?*

	PERFORMANCE MUST BE CONSIDERED	SENIORITY CANNOT BE THE DECIDING FACTOR
Alabama	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>

11

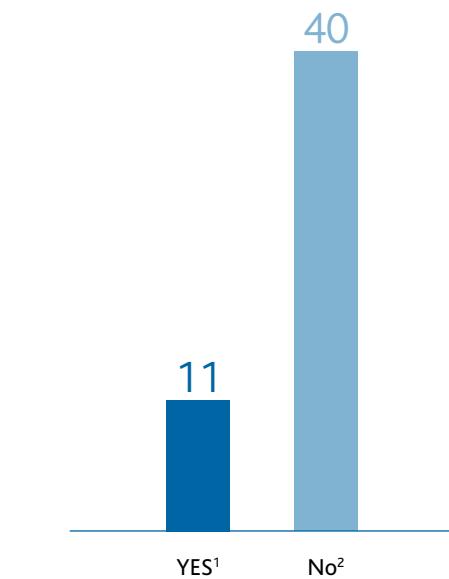
17

## ★ EXAMPLES OF BEST PRACTICE

**Colorado, Florida and Indiana** all specify that in determining which teachers to lay off during a reduction in force, classroom performance is the top criterion. These states also articulate that seniority can only be considered after a teacher's performance is taken into account.

Figure 140

*Do districts have to consider performance in determining which teachers are laid off?*



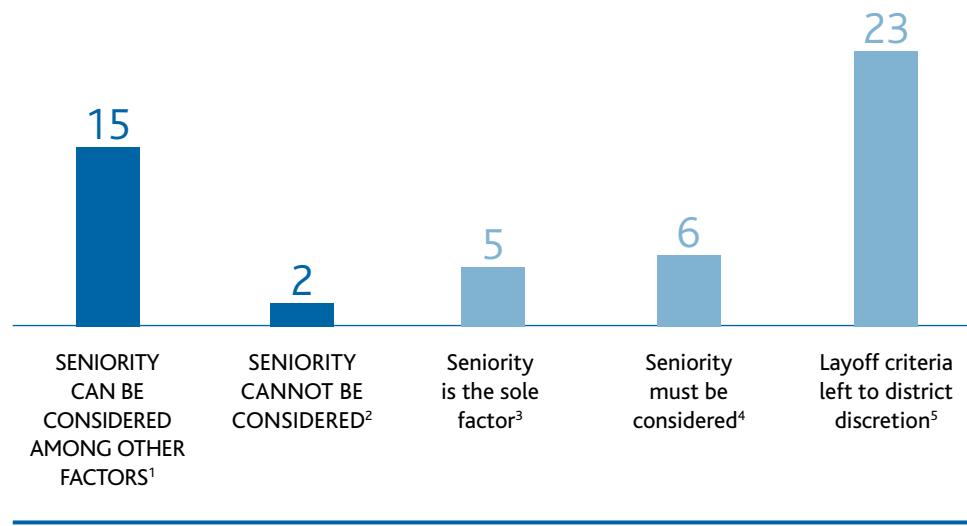
1. **Strong Practice:** Colorado, Florida, Illinois, Indiana, Michigan, Missouri, Oklahoma, Rhode Island, Tennessee, Texas, Utah

2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio<sup>3</sup>, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Tenure is considered first.

Figure 141

*Do states prevent districts from overemphasizing seniority in layoff decisions?*



1. **Strong Practice:** Arizona, Colorado, Florida, Illinois, Indiana, Maine, Michigan, Missouri<sup>6</sup>, Nevada, New Hampshire, Ohio<sup>6</sup>, Oklahoma, Rhode Island, Tennessee, Texas

2. **Strong Practice:** Idaho, Utah

3. Hawaii, New York, Pennsylvania, West Virginia, Wisconsin<sup>7</sup>

4. California, Kentucky, Louisiana, Minnesota, New Jersey, Oregon

5. Alabama, Alaska<sup>6</sup>, Arkansas, Connecticut, Delaware, District of Columbia, Georgia<sup>6</sup>, Iowa, Kansas, Maryland, Massachusetts<sup>6</sup>, Mississippi, Montana, Nebraska<sup>6</sup>, New Mexico, North Carolina, North Dakota, South Carolina, South Dakota, Vermont, Virginia, Washington, Wyoming

6. Nontenured teachers are laid off first.

7. Only for counties with populations of 500,000 or more and for teachers hired before 1995.

## Goal Summaries: Introduction

The following pages summarize each state's progress in meeting the *Yearbook* goals. An overall grade is provided for each state, as well as a grade for each of the five areas: Delivering Well Prepared Teachers, Expanding the Teaching Pool, Identifying Effective Teachers, Retaining Effective Teachers and Exiting Ineffective Teachers.

For more information about each state's performance, please see its individual state report, available at: [www.nctq.org/stpy/reports](http://www.nctq.org/stpy/reports).

## Area 1 Delivering Well Prepared Teachers

**C**

### Policy Strengths

- Teacher preparation programs are required to address the science of reading, and teacher candidates must pass a test to ensure knowledge.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.

- The state does not offer a K-12 special education certification.
- Although student achievement data are not connected to teacher preparation programs, some objective data and transparent criteria are used to measure performance and to confer program approval.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.

- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- A pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.

## Area 2 Expanding the Pool of Teachers

**B-**

### Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- Although more could be done to meet the immediate needs of new teachers, requirements for alternate route preparation are appropriately streamlined.

- Licensure reciprocity is offered to out-of-state teachers who are only required to meet the state's testing requirement.

### Policy Weaknesses

- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

# How is Alabama Faring?

## Area 3 Identifying Effective Teachers

D+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

- All teachers must be evaluated annually.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D+

### Policy Strengths

- All new teachers receive mentoring.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D-

### Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

### Policy Weaknesses

- There is no assurance that teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

- Performance is not considered in determining which teachers to lay off during reductions in force.

### Area 1 Delivering Well Prepared Teachers

F

#### Policy Strengths

#### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach a broad range of elementary content.
- Preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are not sufficiently prepared to teach appropriate grade-level content.
- Secondary teachers are not required to pass a content test as a condition of initial licensure, and some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- There are no specific requirements for student teaching.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

### Area 2 Expanding the Pool of Teachers

D+

#### Policy Strengths

- Although more could be done to provide streamlined preparation for alternate route teachers, there is a practice-teaching opportunity, and induction supports the immediate needs of new teachers.

#### Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective and do not provide flexibility for nontraditional candidates.
- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

# How is Alaska Faring?

## Area 3 Identifying Effective Teachers

D-

### Policy Strengths

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.

- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C+

### Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- A defined contribution pension plan is offered, which is fully portable, flexible and fair to all teachers.
- Excessive resources are not committed to the state's pension system.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations.

- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

## Area 5 Exiting Ineffective Teachers

D

### Policy Strengths

- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.

- Performance is not considered in determining which teachers to lay off during reductions in force.

### Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

## Area 1 Delivering Well Prepared Teachers

D-

### Policy Strengths

- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Not all secondary teachers must pass a content test to teach a core subject area, and some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

D+

### Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.

- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Arizona Faring?

## Area 3 Identifying Effective Teachers

D+

### Policy Strengths

- All teachers must be evaluated annually.

- Although it is not the preponderant criterion, objective evidence of student learning is a significant component of teacher evaluations.

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D+

### Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers can receive performance pay.
- Teachers vest immediately in their pension plans.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support additional compensation for relevant prior work experience or for working in high-need schools or shortage subject areas.

- Teachers are only offered a defined benefit pension plan as their mandatory pension plan.
- The pension system for teachers is slightly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D+

### Policy Strengths

- The state has taken steps to make ineffective classroom performance grounds for dismissal.

- A last hired, first fired layoff policy during reductions in force is prohibited.

### Policy Weaknesses

- Teachers can teach for one year on emergency certificates, which can be reissued an unspecified number of times.
- There is no assurance that teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.

- Tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers C

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.
- Middle school teachers are sufficiently prepared to teach appropriate grade-level content.

- The state does not offer a K-12 special education certification.
- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although most secondary teachers must pass a

content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.

- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers B

### Policy Strengths

- Admission criteria for the alternate route to certification are selective.
- Alternate route preparation is streamlined and relevant, and induction supports the immediate needs of new teachers.

- There are no restrictions on alternate route usage or providers.
- The state offers a license with minimal requirements that would allow content experts to teach part time.

### Policy Weaknesses

- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Arkansas Faring?

## Area 3 Identifying Effective Teachers

D+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C-

### Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.

- Teachers can receive performance pay as well as additional compensation for working in high-need schools or shortage subject areas.

### Policy Weaknesses

- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support additional compensation for relevant prior work experience.
- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.

- The pension system is underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

C-

### Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.

### Policy Weaknesses

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

- Performance is not considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

D

### Policy Strengths

- The elementary subject-matter test is comprised of three subtests, and candidates must pass each subtest to pass the overall test, although there are concerns about the tests' adequacy.

- Preparation programs are required to address the science of reading, and teacher candidates must pass a reading instruction test.
- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- The state does not ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.
- Middle school teachers are not sufficiently prepared to teach appropriate grade-level content.

- Secondary teachers are not required to pass a subject-matter test.
- The state offers a K-12 special education certification.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The state's teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

C-

### Policy Strengths

- There are no restrictions on alternate route usage or providers.

- The state offers a license with minimal requirements that would allow content experts to teach part time, although its use is limited.

### Policy Weaknesses

- Alternate routes to certification provide flexibility for nontraditional candidates; however, admission criteria are not sufficiently selective.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.

- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is California Faring?

## Area 3 Identifying Effective Teachers

F

### Policy Strengths

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.

- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C+

### Policy Strengths

- All new teachers receive mentoring.
- Teachers in some districts can receive performance pay.

- Teachers can receive additional compensation for relevant prior work experience or for working in high-need schools or shortage subject areas.
- Excessive resources are not committed to the state's pension system.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- While there is a minimum state salary, districts are given authority for how teachers are paid; however, they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is slightly underfunded.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

F

### Policy Strengths

### Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- The state could do more to establish consequences for multiple unsatisfactory evaluations.

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

**D-**

### Policy Strengths

- The state connects student achievement data to teacher preparation programs.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are not sufficiently prepared to teach appropriate grade-level content.
- Secondary teachers are not required to pass a subject-matter test.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality teaching experience.

## Area 2 Expanding the Pool of Teachers

**D+**

### Policy Strengths

- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- Admission criteria for alternate routes to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route requirements could do more to meet the immediate needs of new teachers.

- The state offers a license with minimal requirements that would allow content experts to teach part time, but its use is extremely limited.
- Out-of-state teachers are not required to meet the state's testing requirements, and there may also be obstacles that do not support licensure reciprocity.

## Area 3 Identifying Effective Teachers

**B-**

### Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.

- Tenure decisions are connected to evidence of teacher effectiveness.

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.

- Little school-level data are reported that can help support the equitable distribution of teacher talent.

# How is Colorado Faring?

## Area 4 Retaining Effective Teachers

C-

### Policy Strengths

- All new teachers receive mentoring.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers can receive additional compensation for working in shortage subject areas.
- Excessive resources are not committed to teachers' retirement system.

### Policy Weaknesses

- The state could do more to ensure that professional development activities for all teachers are aligned with findings from teacher evaluations and that teachers receive feedback on their performance.
- The state does not support performance pay or additional compensation for relevant prior work experience or working in high-need schools.
- Teachers are only provided a defined benefit pension

plan as their mandatory pension plan, and pension policies are not fair to all teachers, although those leaving the system are offered more flexibility than in most other states.

- The state's pension plan is significantly underfunded.
- Retirement benefits may be calculated by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

A

### Policy Strengths

- All teachers must pass all required subject-matter tests as a condition of initial licensure.
- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.
- Ineffective classroom performance is grounds for dismissal, and teachers revert to probationary status after two consecutive years of ineffective evaluations.

- Performance is the top criterion for districts to consider when determining which teachers to lay off during reductions in force, and a last hired, first fired layoff policy is prohibited.

### Policy Weaknesses

## Area 1 Delivering Well Prepared Teachers

**C-**

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.
- Preparation programs are required to address the science of reading, and teacher candidates must pass a test to ensure knowledge.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.

- An adequate pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**C+**

### Policy Strengths

- Admission criteria for the alternate route to certification are selective.
- Alternate route preparation is streamlined, relevant and includes a practice-teaching opportunity.

- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Connecticut Faring?

## Area 3 Identifying Effective Teachers

D+

### Policy Strengths

- All teachers must be evaluated annually.

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Although doing more than most states, more school-level data could be reported to support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D

### Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

### Policy Weaknesses

- The state does not support performance pay or additional compensation for relevant prior work experience or working in high-need schools.
- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.

- The pension plan is significantly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D+

### Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

- Performance is not considered in determining which teachers to lay off during reductions in force.

### Policy Weaknesses

- The state could do more to establish consequences for multiple unsatisfactory evaluations.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

## Area 1 Delivering Well Prepared Teachers

**D-**

### Policy Strengths

- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**C+**

### Policy Strengths

- Alternate route preparation is streamlined and relevant, and induction supports the immediate needs of new teachers.

- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- Admission criteria for the alternate routes to certification are not sufficiently selective.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Delaware Faring?

## Area 3 Identifying Effective Teachers

B

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.

### Policy Weaknesses

- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C-

### Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.

- Teachers can receive additional compensation for certain relevant prior work experience.
- The pension system for teachers is well funded.

### Policy Weaknesses

- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for working in high-need schools or shortage subject areas.
- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.

- Excessive resources are committed to the pension system.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D+

### Policy Strengths

- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.

- The state has taken steps to make ineffective classroom performance grounds for dismissal.

### Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Tenured teachers who are dismissed have multiple opportunities to appeal.

- Performance is not considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

**D**

### Policy Strengths

- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.

- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.

- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The District offers a K-12 special education certification.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The District's teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**C**

### Policy Strengths

- Admission criteria for the alternate route to certification are selective and provide flexibility for nontraditional candidates.

- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- The District does not offer a license with minimal requirements that would allow content experts to teach part time.

- Out-of-state teachers are not required to meet the District's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is District of Columbia Faring?

## Area 3 Identifying Effective Teachers

F

### Policy Weaknesses

- There is no state-level data system with the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- There is no state-level policy addressing the number of times teachers must be evaluated.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D+

### Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- The pension plan for teachers is well funded.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- The District could do more to ensure that professional development is aligned with findings from teachers' evaluations.
- There is no state-level support for performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.
- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The District does not contribute to the funding of its pension system for teachers.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D-

### Policy Strengths

- The District has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

### Policy Weaknesses

- There is no assurance that teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.
- Ineffective classroom performance is not grounds for dismissal according to state policy, and there is no state-level policy governing teacher dismissal.
- At the state level, performance is not considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

**B-**

### Policy Strengths

- Middle school teachers are sufficiently prepared to teach appropriate grade-level content.
- All new teachers must pass a pedagogy test.
- Requirements support a high-quality student teaching experience.

- The teacher preparation program approval process holds programs accountable for the quality of the teachers they produce, most notably by connecting student achievement gains to preparation programs.

### Policy Weaknesses

- Not all teacher candidates are required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although preparation programs are required to address the science of reading, candidates are not required to pass an adequate test to ensure knowledge.

- The state does not ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.

## Area 2 Expanding the Pool of Teachers

**B-**

### Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- Although more could be done to meet the immediate needs of new teachers, requirements for alternate route preparation are appropriately streamlined.

- There are no restrictions on alternate route usage or providers.
- The state offers a license with minimal requirements that would allow content experts to teach part time.

### Policy Weaknesses

- Out-of-state teachers are not required to meet the state's testing requirements, and there may be additional obstacles that do not support licensure reciprocity.

## Area 3 Identifying Effective Teachers

B

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.
- Tenure decisions are connected to evidence of teacher effectiveness.

### Policy Weaknesses

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

B-

### Policy Strengths

- Professional development is aligned with findings from teachers' evaluations.
- Districts are given authority to develop salary schedules, which must be primarily based on teacher effectiveness.
- Teachers can receive performance pay and additional compensation for working in high-need schools or shortage subject areas.

- Teachers are offered a choice between a defined benefit and a defined contribution pension plan.
- Both pension plans are well funded and do not require excessive contributions.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- The state does not support additional compensation for relevant prior work experience.

- The defined benefit pension plan is not portable, flexible or fair to all teachers, and retirement benefits in this plan are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

B+

### Policy Strengths

- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.
- Ineffective classroom performance is grounds for dismissal; teachers' annual contracts will not be renewed if evaluations are unsatisfactory.

- Performance is the top criterion for districts to consider when determining which teachers to lay off during reductions in force, and a last hired, first fired layoff policy is prohibited.

### Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.

## Area 1 Delivering Well Prepared Teachers

**C**

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.
- Middle school teachers are sufficiently prepared to teach appropriate grade-level content.
- Although there is a loophole for some secondary science teachers, most secondary teachers must pass a content test to teach a core subject area.
- The state connects student achievement data to teacher preparation programs.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although preparation programs are required to address the science of reading, candidates are not required to pass an adequate test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.

## Area 2 Expanding the Pool of Teachers

**B-**

### Policy Strengths

- Alternate route preparation is streamlined and relevant, and induction supports the immediate needs of new teachers.
- There are no restrictions on alternate route usage or providers.
- The state offers a license with minimal requirements that would allow content experts to teach part time.

### Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective, although there is flexibility for nontraditional candidates.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Georgia Faring?

## Area 3 Identifying Effective Teachers

C-

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

- All teachers must be evaluated annually.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement is not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C

### Policy Strengths

- Teachers receive feedback from their evaluations, although the state could do more to ensure that professional development for all teachers is aligned with findings from teachers' evaluations.

- Teachers can receive performance pay and additional compensation for certain types of relevant prior work experience, working in high-need schools or teaching in shortage subject areas.
- The pension system for teachers is well funded.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.

- The state only offers a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D+

### Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

- Performance is not considered in determining which teachers to lay off during reductions in force.

### Policy Weaknesses

- The state could do more to make eligibility for dismissal a consequence of unsatisfactory evaluations.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

## Area 1 Delivering Well Prepared Teachers

D

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

F

### Policy Strengths

### Policy Weaknesses

- There are no admission requirements or program guidelines outlined for alternate routes to certification.
- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Hawaii Faring?

## Area 3 Identifying Effective Teachers

D

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D-

### Policy Strengths

- Teachers can receive additional compensation for working in high-need schools.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for relevant prior work experience or teaching in shortage subject areas.

- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension plan is significantly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D+

### Policy Strengths

- Teachers who receive unsatisfactory evaluations are eligible for dismissal.

### Policy Weaknesses

- Teachers can teach for up to four years before having to pass required subject-matter tests.
- The state could do more to ensure that the appeal process for teacher dismissal occurs within a reasonable time frame.

- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

D

### Policy Strengths

- Teacher preparation programs are required to address the science of reading, and teacher candidates must pass a test to ensure knowledge.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are not sufficiently prepared to teach appropriate grade-level content.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- Not all new teachers are required to pass a pedagogy test.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

D+

### Policy Strengths

- All out-of-state teachers are appropriately required to meet the state's testing requirements, although there may be some obstacles that do not support licensure reciprocity.

### Policy Weaknesses

- Admission criteria for alternate routes to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route preparation is not streamlined and could do more to meet the immediate needs of new teachers.
- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

# How is Idaho Faring?

## Area 3 Identifying Effective Teachers

C+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is the preponderant criterion of teacher evaluations.
- All teachers must be evaluated annually.

### Policy Weaknesses

- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C

### Policy Strengths

- Districts are given authority to develop salary schedules, which must be based primarily on teacher effectiveness.
- Teachers can receive performance pay as well as additional compensation for working in shortage subject areas.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support additional compensation for relevant prior work experience or for working in high-need schools.
- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The state's pension system is slightly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D-

### Policy Strengths

- A last hired, first fired layoff policy is prohibited during reductions in force.

### Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- The state could do more to establish consequences for multiple unsatisfactory evaluations.
- Ineffective classroom performance is not grounds for dismissal, and the state could do more to ensure that the appeal process for teacher dismissal occurs within a reasonable time frame.

## Area 1 Delivering Well Prepared Teachers

**D**

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.

- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are not sufficiently prepared to teach appropriate grade-level content.

- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**C**

### Policy Strengths

- There are no restrictions on alternate route usage or providers.

- Out-of-state teachers are appropriately required to meet the state's testing requirements, although there are additional obstacles that do not support licensure reciprocity.

### Policy Weaknesses

- Admission criteria for alternate routes to certification are not sufficiently selective, although there is flexibility for nontraditional candidates.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

# How is Illinois Faring?

## Area 3 Identifying Effective Teachers

C-

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

- Evidence of teacher effectiveness is a factor in licensure advancement.

### Policy Weaknesses

- Although objective evidence of student learning is a significant criterion of teacher evaluations, it is not the preponderant criterion.
- Annual evaluations for all teachers are not required.

- Although tenure decisions are connected to evidence of teacher effectiveness, it is not the preponderant criterion.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D+

### Policy Strengths

- Teachers receive feedback from their evaluations, although the state could do more to ensure that professional development for all teachers is aligned with findings from teachers' evaluations.

- Retirement benefits are determined by a formula that is neutral, meaning that pension wealth accumulates uniformly for each year a teacher works.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Although districts have the authority to establish pay scales, minimum salaries must be based on years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for relevant prior work

experience, working in high-need schools or teaching in shortage subject areas.

- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is significantly underfunded.

## Area 5 Exiting Ineffective Teachers

A

### Policy Strengths

- All teachers must pass all required subject-matter tests as a condition of initial licensure.
- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.

- Ineffective classroom performance is grounds for dismissal.
- Performance is the top criterion for districts to consider when determining which teachers to lay off during reductions in force.

### Policy Weaknesses

## Area 1 Delivering Well Prepared Teachers

**C+**

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.
- Elementary teacher candidates will now be required to pass a subject-matter test with four separate subtests, and the state has recently adopted new elementary teacher standards that include a comprehensive list of topics.

- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- All secondary teachers must pass a subject-matter test.

### Policy Weaknesses

- Although preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge.
- The state offers a K-12 special education certification.
- Not all new teachers are required to pass a pedagogy test.

- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**D+**

### Policy Strengths

### Policy Weaknesses

- Admission requirements for the alternate route to certification lack flexibility for nontraditional candidates.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Although there are no limits on the usage of alternate routes, there are restrictions on providers.

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements, and there may be additional obstacles that do not support licensure reciprocity.

## Area 3 Identifying Effective Teachers

**C**

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

- All teachers must be evaluated annually.

### Policy Weaknesses

- Although objective evidence of student learning is a significant criterion of teacher evaluations, it is not the preponderant criterion.
- Tenure decisions are connected to evidence of teacher effectiveness, but it is not the preponderant criterion.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C-

### Policy Strengths

- Teachers can receive performance pay.
- Districts have the authority to develop salary scales on a variety of factors, but years of experience and advanced degrees may account for no more than 33 percent of the calculation.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- The state could do more to ensure that professional development for all teachers is aligned with findings from teachers' evaluations.
- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.
- Teachers are only offered a hybrid-style pension plan, which is formatted much like a defined benefit system, and pension policies are not portable, flexible or fair to all teachers.
- The complete pension system is significantly underfunded.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

B

### Policy Strengths

- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.
- Ineffective classroom performance is grounds for dismissal, and the state has a streamlined appeal process.

- Performance is the top criterion for districts to consider when determining which teachers to lay off during reductions in force, and a last hired, first fired layoff policy is prohibited.

### Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.

## Area 1 Delivering Well Prepared Teachers

**D**

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.

- The state does not offer a K-12 special education certification.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although middle school teachers may not teach on a K-8 generalist license, they do not have to pass a content test.

- Secondary teachers do not have to pass a content test.
- A pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**D**

### Policy Strengths

### Policy Weaknesses

- Admission requirements for the alternate route to certification lack flexibility for nontraditional candidates.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Usage and providers of the alternate route are restricted.

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Iowa Faring?

## Area 3 Identifying Effective Teachers

D-

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D+

### Policy Strengths

- All new teachers receive mentoring.
- While there is a minimum state salary, districts are given authority for how teachers are paid; however, districts are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- The pension system is well funded.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

- Teachers are only offered a defined benefit plan.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D

### Policy Strengths

### Policy Weaknesses

- The state could do more to ensure teachers' subject-matter knowledge before granting initial licensure.
- Multiple unsatisfactory evaluations do not make a teacher eligible for dismissal.

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

### Area 1 Delivering Well Prepared Teachers

D+

#### Policy Strengths

- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.

- All new teachers must pass a pedagogy test.

#### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.

- Although most secondary teachers must pass a content test to teach a core subject area, some secondary social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

### Area 2 Expanding the Pool of Teachers

D

#### Policy Strengths

- Admission criteria for the alternate route to certification are selective, although they lack flexibility for nontraditional candidates.

- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

#### Policy Weaknesses

- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Usage and providers of the alternate route are restricted.
- The state offers a license with minimal requirements that would allow content experts to teach part time, but its intent is not clear.

## Area 3 Identifying Effective Teachers

D+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D+

### Policy Strengths

- All new teachers receive mentoring.

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

### Policy Weaknesses

- The state could do more to ensure that professional development is aligned with findings from teachers' evaluations.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.
- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.

- The pension system is significantly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

F

### Policy Strengths

### Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- There is no assurance that teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

### Area 1 Delivering Well Prepared Teachers

C-

#### Policy Strengths

- Middle school teachers are sufficiently prepared to teach appropriate grade-level content.
- All new teachers must pass a pedagogy test.

- Secondary teachers must pass a content test to teach a core subject area, although some secondary social studies teachers are not required to pass content tests for each discipline they intend to teach.

#### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.

- The state offers a K-12 special education certification.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

### Area 2 Expanding the Pool of Teachers

C

#### Policy Strengths

- Although more could be done to provide streamlined preparation for alternate route teachers, induction supports the immediate needs of new teachers.
- There are no restrictions on alternate route usage or providers.

- The state offers a license with minimal requirements that would allow content experts to teach part time.

#### Policy Weaknesses

- Admission criteria for alternate routes to certification are not consistently selective or flexible for nontraditional candidates.

- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Kentucky Faring?

## Area 3 Identifying Effective Teachers

D+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of

teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D+

### Policy Strengths

- All new teachers receive mentoring.

- Teachers can receive performance pay as well as additional compensation for working in high-need schools or shortage subject areas.

### Policy Weaknesses

- The state could do more to ensure that professional development is aligned with findings from teachers' evaluations.
- Districts must adopt a salary schedule based on years of experience and advanced degrees.
- The state does not support additional compensation for relevant prior work experience.

- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is significantly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D-

### Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

### Policy Weaknesses

- There is no assurance that teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

**C**

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.
- Middle school teachers are sufficiently prepared to teach appropriate grade-level content.
- The state does not offer a K-12 special education certification.

- All new teachers must pass a pedagogy test.
- The approval process for teacher preparation programs holds them accountable for the quality of the teachers they produce, most notably by connecting student achievement data to preparation programs.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although teacher preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.

- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.

## Area 2 Expanding the Pool of Teachers

**C+**

### Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.

- The state offers a license with minimal requirements that allows content experts to teach part time, although its use is limited.

### Policy Weaknesses

- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.

- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Louisiana Faring?

## Area 3 Identifying Effective Teachers

C+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is the preponderant criterion of teacher evaluations.

- All teachers must be evaluated annually.
- Licensure advancement and renewal are based on teacher effectiveness.

### Policy Weaknesses

- Tenure decisions are not connected to evidence of teacher effectiveness.

- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D+

### Policy Strengths

- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.

- Teachers can receive performance pay as well as additional compensation for working in high-need schools or shortage subject areas.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support additional compensation for relevant prior work experience.

- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is significantly underfunded and requires excessive contributions.
- Teachers are allowed to retire with unreduced benefits well before Social Security retirement age.

## Area 5 Exiting Ineffective Teachers

D+

### Policy Strengths

- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.

- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

### Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Ineffective classroom performance is not grounds for dismissal.

## Area 1 Delivering Well Prepared Teachers

D

### Policy Strengths

- The state does not offer a K-12 special education certification.

- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.

- Middle school teachers are not sufficiently prepared to teach appropriate grade-level content.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

F

### Policy Strengths

### Policy Weaknesses

- Admission criteria for alternate routes to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route requirements could do more to meet the immediate needs of new teachers.
- Usage and providers of alternate routes are restricted.

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Maine Faring?

## Area 3 Identifying Effective Teachers

F

### Policy Strengths

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- There is no policy addressing the number of times teachers must be evaluated.

- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent

## Area 4 Retaining Effective Teachers

C-

### Policy Strengths

- All new teachers receive mentoring.

- While there is a minimum state salary, districts are given authority for how teachers are paid; however, they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is significantly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

F

### Policy Strengths

- A last hired, first fired layoff policy during reductions in force is prohibited.

- Ineffective classroom performance is not grounds for dismissal, and the state could do more to ensure that the appeal process for teacher dismissal occurs within a reasonable time frame.

### Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- There is no assurance that teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.

## Area 1 Delivering Well Prepared Teachers

D+

### Policy Strengths

- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.

- The state does not offer a K-12 special education certification.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although teacher preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.

- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- Not all new teachers are required to pass a pedagogy test.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

C+

### Policy Strengths

- Admission requirements for the alternate route to certification evaluate past academic performance and offer flexibility for nontraditional candidates.
- Alternate route preparation is streamlined and relevant, and induction supports the immediate needs of new teachers.

- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

- Out-of-state teachers are not required to meet the state's testing requirements, and there may be additional obstacles that do not support licensure reciprocity.

# How is Maryland Faring?

## Area 3 Identifying Effective Teachers

C

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.

### Policy Weaknesses

- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D+

### Policy Strengths

- All new teachers receive mentoring.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers can receive additional compensation for working in high-need schools.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support performance pay or additional compensation for relevant prior work experience or teaching in shortage subject areas.
- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.

- The pension system is significantly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

F

### Policy Strengths

### Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- There is no assurance that teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

**C+**

### Policy Strengths

- The state is on the right track toward ensuring that elementary teacher candidates are adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are required to address the science of reading, and teacher candidates must pass a test to ensure knowledge.

- New elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.
- Secondary teachers must pass a content test to teach a core subject area, although some secondary social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state does not offer a K-12 special education certification.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Although middle school teachers may not teach on a K-8 generalist license, not all are required to pass a single-subject content test.

- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce

## Area 2 Expanding the Pool of Teachers

**C+**

### Policy Strengths

- Admission requirements for the alternate route to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.

- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

# How is Massachusetts Faring?

## Area 3 Identifying Effective Teachers

D+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Although tenure decisions are connected to evidence of teacher effectiveness, it is not the preponderant criterion.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C-

### Policy Strengths

- All new teachers receive mentoring.
- While there is a minimum state salary, districts are given authority for how teachers are paid; however, they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers can receive additional compensation for working in high-need schools or shortage subject areas, and teachers in some districts can receive performance pay.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support additional compensation for relevant prior work experience.
- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.

- The pension system is significantly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

C

### Policy Strengths

- This state has taken steps to ensure that licensure test requirements are met by all teachers within one year.

- Ineffective classroom performance is grounds for dismissal.

### Policy Weaknesses

- The state could do more to establish consequences for multiple unsatisfactory evaluations.
- Tenured teachers who are dismissed have multiple opportunities to appeal.

- Performance is not considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

**D+**

### Policy Strengths

#### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although teacher preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a K-8 generalist license.

- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process could do more to hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**C+**

### Policy Strengths

- Admission criteria for the alternate route to certification are selective and provide flexibility for nontraditional candidates.

- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Michigan Faring?

## Area 3 Identifying Effective Teachers

C+

### Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.

- All teachers must be evaluated annually.
- Tenure decisions are connected to evidence of teacher effectiveness.

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.

- No school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C

### Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers can receive performance pay.

### Policy Weaknesses

- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.
- Even though teachers are offered a hybrid pension plan, it is not portable or flexible, and it requires excessive contributions.

- Teachers are allowed to retire with unreduced benefits well before Social Security retirement age.

## Area 5 Exiting Ineffective Teachers

B-

### Policy Strengths

- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.
- Ineffective classroom performance is grounds for dismissal.

- Performance is the top criterion for districts to consider when determining which teachers to lay off during reductions in force.

### Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.

- Tenured teachers who are dismissed have multiple opportunities to appeal.

## Area 1 Delivering Well Prepared Teachers

**C**

### Policy Strengths

- The state is on the right track toward ensuring that its elementary teacher candidates are adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are required to address the science of reading, and teacher candidates must pass a test to ensure knowledge.

- All new teachers must pass a pedagogy test.
- Secondary teachers must pass a content test to teach a core subject area, although some secondary social studies teachers are not required to pass content tests for each discipline they intend to teach.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a K-8 generalist license.

- The state offers a K-12 special education certification.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**C**

### Policy Strengths

- Admission criteria for the alternate route to certification are selective and provide flexibility for nontraditional candidates.

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

### Policy Weaknesses

- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- There are restrictions on the providers of alternate route programs.

# How is Minnesota Faring?

## Area 3 Identifying Effective Teachers

C-

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Although objective evidence of student learning is a significant criterion of teacher evaluations, it is not the preponderant criterion.
- It is not clear whether the new evaluation policy requires an adequate annual review of teacher performance.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C

### Policy Strengths

- Professional development is aligned with findings from teachers' evaluations.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees, unless they participate in the state's performance pay program.

- Retirement benefits are determined by a formula that is neutral, meaning that pension wealth accumulates uniformly for each year a teacher works until traditional retirement age.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

- Teachers are only offered a defined benefit pension plan, and pension policies are not flexible or fair to all teachers.
- The pension system is slightly underfunded.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

F

### Policy Strengths

### Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- The state could do more to establish consequences for multiple unsatisfactory evaluations.

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

C

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.
- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although teacher preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

C

### Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- Requirements for alternate route preparation are appropriately streamlined, although more could be done to meet the immediate needs of new teachers.

### Policy Weaknesses

- Usage and providers of alternate routes are restricted.
- The state offers a license with minimal requirements that would allow content experts to teach part time, but its usage and intent are unclear.
- Out-of-state teachers are not clearly required to meet the state's testing requirements, and there may be additional obstacles that do not support licensure reciprocity.

# How is Mississippi Faring?

## Area 3 Identifying Effective Teachers

D

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- There is no policy addressing the number of times teachers must be evaluated.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D

### Policy Strengths

- All new teachers receive mentoring.

- Teachers can receive performance pay.

### Policy Weaknesses

- The state could do more to ensure that professional development is aligned with findings from teachers' evaluations.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is significantly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D+

### Policy Strengths

- All teachers must pass all required subject-matter tests as a condition of initial licensure.

- Performance is not considered in determining which teachers to lay off during reductions in force.

### Policy Weaknesses

- The state could do more to establish consequences for multiple unsatisfactory evaluations.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

## Area 1 Delivering Well Prepared Teachers

D+

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although teacher preparation programs are required to address the science of reading, candidates are not required to pass an adequate test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- Not all new teachers must pass a pedagogy test.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

D-

### Policy Strengths

### Policy Weaknesses

- Admission criteria for alternate routes to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements, and there may be additional obstacles that do not support licensure reciprocity.

# How is Missouri Faring?

## Area 3 Identifying Effective Teachers

D+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D

### Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.

- While there is a minimum state salary, districts are given authority for how teachers are paid; however, they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers in some districts can receive performance pay.

### Policy Weaknesses

- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.
- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.

- The pension system is slightly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D+

### Policy Strengths

- Performance must be considered when determining which teachers to lay off during reductions in force.

### Policy Weaknesses

- All teachers are not obligated to pass required subject-matter tests for initial licensure and can teach on temporary permits that can be renewed an unspecified number of times.
- Multiple unsatisfactory evaluations do not make a teacher eligible for dismissal.

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

## Area 1 Delivering Well Prepared Teachers

**F**

### Policy Strengths

#### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards, and they are not required to pass a subject-matter test.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Secondary teachers are not required to pass a content test.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**F**

### Policy Strengths

#### Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Although there are no limits on the usage of the alternate route, providers are restricted.
- The state offers a license with minimal requirements that would allow content experts to teach part time, but its use is extremely limited.
- There are obstacles for out-of-state teachers that do not support licensure reciprocity.

# How is Montana Faring?

## Area 3 Identifying Effective Teachers

F

### Policy Strengths

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- There is no policy regarding teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D

### Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is significantly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

F

### Policy Strengths

### Policy Weaknesses

- The state does not have policy in place to ensure teachers' subject-matter knowledge before granting initial licensure, nor has it articulated policy regarding teachers who receive unsatisfactory evaluations.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

- Performance is not considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

**D-**

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards, and they are not required to pass a subject-matter test.
- Preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Secondary teachers are not required to pass a content test.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**F**

### Policy Strengths

### Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Usage and providers of the alternate route are restricted.

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Obstacles for out-of-state teachers exist that do not support licensure reciprocity.

# How is Nebraska Faring?

## Area 3 Identifying Effective Teachers

D

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C-

### Policy Strengths

- All new teachers receive mentoring.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers can receive performance pay starting in 2016.
- The pension plan is well funded.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.
- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.

- The pension system requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

F

### Policy Strengths

### Policy Weaknesses

- The state does not have policy in place to ensure teachers' subject-matter knowledge before granting initial licensure, nor has it articulated policy regarding teachers who receive unsatisfactory evaluations.

- Ineffective classroom performance is not grounds for dismissal, and the state could do more to ensure that the appeal process for teacher dismissal occurs within a reasonable time frame.
- Performance is not considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

**D-**

### Policy Strengths

- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**D+**

### Policy Strengths

- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- The state has taken steps toward setting selective admission requirements and streamlined program guidelines for the alternate route, although specific requirements have not yet been outlined.
- A license with minimal requirements that would allow content experts to teach part time is not offered.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Nevada Faring?

## Area 3 Identifying Effective Teachers

B-

### Policy Strengths

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.

- All teachers must be evaluated annually.
- Tenure decisions are connected to evidence of teacher effectiveness.

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.

- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C-

### Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers can receive additional pay for working in high-need schools or shortage subject areas, and performance pay will be available starting in 2014.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support additional compensation for relevant prior work experience.

- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is underfunded.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

B-

### Policy Strengths

- All teachers of core-subject areas must pass all required subject-matter tests as a condition of initial licensure.

- A last hired, first fired layoff policy during reductions in force is prohibited.

### Policy Weaknesses

- Though consequences are tied to multiple unsatisfactory evaluations—teachers will return to probationary status for two consecutive years of below-average ratings—the state could do more to ensure that ineffective classroom performance is grounds for dismissal for any teacher.

## Area 1 Delivering Well Prepared Teachers

**D**

### Policy Strengths

- The state is on the right track in ensuring that elementary teacher candidates are prepared to teach to the Common Core Standards

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Although the elementary teaching standards are better than most, the subject-matter test fails to report subscores in each area and is unlikely to be aligned with the Common Core Standards.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Not all secondary teachers must pass a content test.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**D**

### Policy Strengths

- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- Admission criteria for alternate routes to certification are not sufficiently selective, although there is flexibility for nontraditional candidates.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements, and there may be additional obstacles that do not support licensure reciprocity.

# How is New Hampshire Faring?

## Area 3 Identifying Effective Teachers

D

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- There is no policy addressing the number of times teachers must be evaluated.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D-

### Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is significantly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D-

### Policy Strengths

- A last hired, first fired layoff policy during reductions in force is prohibited.

### Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- There is no assurance that teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.

- Ineffective classroom performance is not grounds for dismissal, and the state could do more to ensure that the appeal process for teacher dismissal occurs within a reasonable time frame.

### Area 1 Delivering Well Prepared Teachers

D+

#### Policy Strengths

- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.

- The state does not offer a K-12 special education certification.

#### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.

- Although most secondary teachers must pass a content test to teach a core subject area, some secondary social studies teachers are not required to pass content tests for each discipline they intend to teach.
- A pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

### Area 2 Expanding the Pool of Teachers

C

#### Policy Strengths

- Admission criteria for the alternate route to certification are selective although they lack flexibility for nontraditional candidates.

- Alternate route preparation is streamlined and relevant, and induction supports the immediate needs of new teachers.
- There are no limits on the usage of the alternate route, although there are some restrictions on providers.

#### Policy Weaknesses

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is New Jersey Faring?

## Area 3 Identifying Effective Teachers

D+

### Policy Strengths

- All teachers must be evaluated annually.

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Although doing more than most states, more school-level data could be reported to support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C-

### Policy Strengths

- All new teachers receive mentoring.
- While there is a minimum state salary, districts are given authority for how teachers are paid; however, they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Retirement benefits are determined by a formula that is neutral, meaning that pension wealth accumulates uniformly for each year a teacher works.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is significantly underfunded and employers do not make reasonable contributions.

## Area 5 Exiting Ineffective Teachers

D

### Policy Strengths

- All teachers must pass all required subject-matter tests as a condition of initial licensure.

### Policy Weaknesses

- There is no assurance that teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

D+

### Policy Strengths

- Elementary teacher candidates are required to pass a test to ensure knowledge of the science of reading

- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a K-8 generalist license.

- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

D-

### Policy Strengths

### Policy Weaknesses

- There are no admission requirements outlined for alternate routes to certification.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Although there are no limits on the usage of alternate routes, there are restrictions on providers.

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is New Mexico Faring?

## Area 3 Identifying Effective Teachers

D

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D

### Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, although the state could do more to ensure that professional development is aligned with findings from teachers' evaluations.

- While there is a minimum state salary, districts are given authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

### Policy Weaknesses

- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.
- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.

- The pension system is significantly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

C

### Policy Strengths

- All teachers of core-subject areas must pass all required subject-matter tests as a condition of initial licensure.

- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.

### Policy Weaknesses

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

- Performance is not considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

**D+**

### Policy Strengths

- Middle school teachers must appropriately pass a single-subject content test.
- The state does not offer a K-12 special education certification.
- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass an adequate test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary social studies teachers are not required to pass content tests for each discipline they intend to teach.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**C+**

### Policy Strengths

- Admission criteria for alternate routes to certification are selective and provide flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- More could be done to provide streamlined preparation for alternate route teachers, although they do receive good induction support.
- The state offers a license with minimal requirements that would allow content experts to teach part time, but its use is extremely limited.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

# How is New York Faring?

## Area 3 Identifying Effective Teachers

C+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

- Objective evidence of student learning is a significant criterion of teacher evaluations, although it is not the preponderant criterion.
- All teachers must be evaluated annually.

### Policy Weaknesses

- Tenure decisions are connected to evidence of teacher effectiveness, but it is not the preponderant criterion.
- Licensure advancement and renewal are not based on teacher effectiveness.

- Although doing more than most states, more school-level data could be reported to support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D+

### Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, although the state could do more to ensure that professional development is aligned with findings from teachers' evaluations.

- Teachers can receive additional compensation for working in high-need schools or shortage subject areas.
- The pension system is well funded.

### Policy Weaknesses

- Districts are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for relevant prior work experience.

- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

C-

### Policy Strengths

- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.

- Ineffective classroom performance is grounds for dismissal, and the state distinguishes due process rights for teachers dismissed for ineffective performance from those facing other charges commonly associated with license revocation such as felony and/or morality violations.

### Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- The state could do more to ensure that the appeal process for teacher dismissal occurs within a reasonable time frame.

- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

D-

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards, and they are not required to pass a content test as a condition of initial licensure.
- Preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are not required to pass a content test as a condition of initial licensure.
- Secondary teachers are not required to pass a content test as a condition of initial licensure.
- The state offers a K-12 special education certification.
- Not all new teachers must pass a pedagogy test.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

D+

### Policy Strengths

- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective, although there is flexibility for nontraditional candidates.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements.

# How is North Carolina Faring?

## Area 3 Identifying Effective Teachers

C-

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

- All teachers must be evaluated annually.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Although doing more than most states, more school-level data could be reported to support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C

### Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.

- Teachers can receive additional compensation for relevant prior work experience and for working in high-need schools.
- The pension system is well funded.

### Policy Weaknesses

- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for working in shortage subject areas.

- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D-

### Policy Strengths

### Policy Weaknesses

- Policy does not ensure that teachers have appropriate subject-matter knowledge before granting initial licensure.
- The state could do more to establish consequences for multiple unsatisfactory evaluations.

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

### Area 1 Delivering Well Prepared Teachers

D

#### Policy Strengths

- All new teachers must pass a pedagogy test.

#### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

### Area 2 Expanding the Pool of Teachers

F

#### Policy Strengths

#### Policy Weaknesses

- There are no alternate routes to certification.

- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

# How is North Dakota Faring?

## Area 3 Identifying Effective Teachers

D+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

- All teachers must be evaluated annually.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D

### Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D-

### Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

- Performance is not considered in determining which teachers to lay off during reductions in force.

### Policy Weaknesses

- There is no assurance that teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

## Area 1 Delivering Well Prepared Teachers

**D+**

### Policy Strengths

- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although teacher preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although middle school teachers may not teach on a K-8 generalist license, not all must appropriately pass a single-subject content test.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**B-**

### Policy Strengths

- Admission requirements for the alternate route to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.

- The state offers a license with minimal requirements that would allow content experts to teach part time, but its use is limited.

### Policy Weaknesses

- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.

- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there may be additional obstacles that do not support licensure reciprocity.

# How is Ohio Faring?

## Area 3 Identifying Effective Teachers

C+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

- Objective evidence of student learning is the preponderant criterion of teacher evaluations.

### Policy Weaknesses

- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C-

### Policy Strengths

- All new teachers receive mentoring.
- Teachers can receive additional compensation for working in high-need schools or shortage subject areas.
- Teachers have the choice of a defined benefit pension plan, a defined contribution pension plan, or a combined plan.

- The state's defined contribution pension plan is fully portable and fair to all teachers, and this plan, as well as the combined plan, determine retirement benefits with a formula that is neutral, meaning that pension wealth accumulates uniformly for each year a teacher works.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.

- The state does not support performance pay or additional compensation for relevant prior work experience.
- The pension system is significantly underfunded and requires slightly excessive contributions.

## Area 5 Exiting Ineffective Teachers

C+

### Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

- Performance is considered in determining which teachers to lay off during reductions in force; however, a greater emphasis is placed on a teacher's tenure status.

### Policy Weaknesses

- The state could do more to establish consequences for multiple unsatisfactory evaluations.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

## Area 1 Delivering Well Prepared Teachers

**C**

### Policy Strengths

- Teacher preparation programs are required to address the science of reading, and teacher candidates must pass a test to ensure knowledge.

- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a K-8 generalist license.

- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**C**

### Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.

- The state offers a license with minimal requirements that would allow content experts to teach part time, although its use is limited.

### Policy Weaknesses

- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Although there are no restrictions on providers, alternate route certification is limited to certain subjects and grades.

- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Oklahoma Faring?

## Area 3 Identifying Effective Teachers

B-

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is the preponderant criterion of teacher evaluations.

- All teachers must be evaluated annually.
- Tenure decisions are connected to evidence of teacher effectiveness, but a loophole may undermine this policy.

### Policy Weaknesses

- Licensure advancement and renewal are not based on teacher effectiveness.

- No school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C-

### Policy Strengths

- All new teachers receive mentoring.

- Teachers can receive performance pay as well as additional compensation for working in high-need schools or shortage subject areas.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support additional compensation for relevant prior work experience.

- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is significantly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

A

### Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.
- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.

- Ineffective classroom performance is grounds for dismissal, and the state only allows teachers who are dismissed to have one opportunity to appeal.
- Performance is the top criterion for districts to consider when determining which teachers to lay off during reductions in force.

### Policy Weaknesses

## Area 1 Delivering Well Prepared Teachers

**D-**

### Policy Strengths

- The state does not offer a K-12 special education certification.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although teacher preparation programs are required to address the science of reading, not all teacher candidates must pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a 3-8 generalist license, and a single-subject content test is not an option.
- Not all secondary teachers must pass a content test.
- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**F**

### Policy Strengths

### Policy Weaknesses

- Admission criteria for alternate routes to certification are not sufficiently selective, although there is flexibility for nontraditional candidates.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Usage and providers of alternate routes are restricted.

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements, and there may be additional obstacles that do not support licensure reciprocity.

# How is Oregon Faring?

## Area 3 Identifying Effective Teachers

D-

### Policy Strengths

#### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.

- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C

### Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers in some districts can receive performance pay.

#### Policy Weaknesses

- All teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support additional compensation for relevant prior work experience or for working in high-need schools or shortage subject areas.

- Even though Oregon provides teachers with a hybrid-style retirement plan, it is not fully portable, flexible or fair to all teachers.
- The pension system is slightly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

F

### Policy Strengths

#### Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- The state could do more to establish consequences for multiple unsatisfactory evaluations.

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

C

### Policy Strengths

- Teacher preparation programs are required to address the science of reading, and teacher candidates must pass a test to ensure knowledge.
- Middle school teachers are sufficiently prepared to teach appropriate grade-level content.
- The state does not offer a K-12 special education certification.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- Not all new teachers must pass a pedagogy test.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

C

### Policy Strengths

- Admission criteria for alternate routes to certification are selective, but they lack flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there may be additional obstacles that do not support licensure reciprocity.

# How is Pennsylvania Faring?

## Area 3 Identifying Effective Teachers

D+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

- All teachers must be evaluated annually.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D+

### Policy Strengths

- All new teachers receive mentoring.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers can receive additional compensation for working in shortage subject areas.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support performance pay or additional compensation for relevant prior work experience or working in high-need schools.

- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is slightly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

F

### Policy Strengths

- Eligibility for dismissal is a consequence of multiple unsatisfactory evaluations.

### Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Improvement plans are not provided to teachers who receive an unsatisfactory evaluation rating.

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

**D+**

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.

- The state does not offer a K-12 special education certification.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.

- Middle school teachers and secondary teachers are not required to pass a content test.
- Not all new teachers must pass an adequate pedagogy test.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**B-**

### Policy Strengths

- Admission requirements for the alternate route to certification evaluate past academic performance and offer flexibility for nontraditional candidates.

- Although more could be done to meet the immediate needs of new teachers, requirements for alternate route preparation are appropriately streamlined.
- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.

- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Rhode Island Faring?

## Area 3 Identifying Effective Teachers

A-

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is the preponderant criterion of teacher evaluations.

- All teachers must be evaluated annually.
- Tenure decisions are connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are based on teacher effectiveness.

### Policy Weaknesses

- Although doing more than most states, more school-level data could be reported to support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D

### Policy Strengths

- All new teachers receive mentoring.

- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.

### Policy Weaknesses

- Districts must develop salary schedules that recognize years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is significantly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

B+

### Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.
- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.

- Ineffective classroom performance is grounds for dismissal.
- Performance must be considered when determining which teachers to lay off during reductions in force, and a last hired, first fired layoff policy is prohibited.

### Policy Weaknesses

- Tenured teachers who are dismissed have multiple opportunities to appeal.

## Area 1 Delivering Well Prepared Teachers

**C-**

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.

- Middle school teachers are sufficiently prepared to teach appropriate grade-level content.
- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.

- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**C-**

### Policy Strengths

- Although more could be done to meet the immediate needs of new teachers, requirements for alternate route preparation are appropriately streamlined.

- The state offers a license with minimal requirements that would allow content experts to teach part time.

### Policy Weaknesses

- Admission requirements for the alternate route to certification lack flexibility for nontraditional candidates and fail to evaluate past academic performance.

- Usage and providers of alternate routes are restricted.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is South Carolina Faring?

## Area 3 Identifying Effective Teachers

D+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Although doing more than most states, more school-level data could be reported to support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C

### Policy Strengths

- All new teachers receive mentoring.
- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Teachers can receive performance pay.

- Teachers have a choice of a defined benefit or a defined contribution pension plan.
- The defined contribution plan is fully portable and fair to all teachers, neutral in the accrual of pension wealth and fully funded.

### Policy Weaknesses

- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support additional compensation for relevant prior work experience or for working in high-need schools or shortage subject areas.

- The defined benefit pension plan is not portable, and pension wealth does not accumulate uniformly for each year a teacher works. It is also underfunded and requires excessive contributions.

## Area 5 Exiting Ineffective Teachers

C-

### Policy Strengths

- All teachers of core-subject areas must pass all required subject-matter tests as a condition of initial licensure.

- Performance is not considered in determining which teachers to lay off during reductions in force.

### Policy Weaknesses

- The state could do more to establish consequences for multiple unsatisfactory evaluations for all teachers.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

## Area 1 Delivering Well Prepared Teachers

D

### Policy Strengths

- All new teachers must pass a pedagogy test.

- Most secondary teachers must pass a content test to teach a core subject area, although some secondary science teachers are not required to pass content tests for each discipline they intend to teach.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.

- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- The state offers a K-12 special education certification.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

C-

### Policy Strengths

- Alternate routes have a diversity of providers, but their usage is restricted.

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

# How is South Dakota Faring?

## Area 3 Identifying Effective Teachers

F

### Policy Strengths

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- There is no policy regarding the content of teacher evaluations.
- Annual evaluations for all teachers are not required.

- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C+

### Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers in some districts can receive performance pay.

- Teachers are provided with a defined benefit pension plan that includes many portability and flexibility provisions.
- The pension system is well funded and does not require excessive contributions.

### Policy Weaknesses

- All new teachers do not receive mentoring or any other induction support.
- Professional development is not aligned with findings from teachers' evaluations.

- The state does not support additional compensation for relevant prior work experience or for working in high-need schools or shortage subject areas.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

F

### Policy Strengths

### Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- There is no assurance that teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

**B-**

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.
- Teacher preparation programs are required to address the science of reading, and teacher candidates must pass a test to ensure knowledge.
- All secondary teachers must pass a content test, and all new teachers must pass a pedagogy test.
- Requirements support a high-quality student teaching experience.
- The state connects student achievement data to teacher preparation programs.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although middle school teachers may not teach on a K-8 generalist license, they are not required to pass a single-subject content test.
- The state offers a K-12 special education certification.

## Area 2 Expanding the Pool of Teachers

**C+**

### Policy Strengths

- Admission criteria for the alternate route to certification are selective and provide flexibility for nontraditional candidates.
- There are no restrictions on alternate route usage or providers.
- The state offers a license with minimal requirements that would allow content experts to teach part time, although its use is limited.

### Policy Weaknesses

- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Tennessee Faring?

## Area 3 Identifying Effective Teachers

B

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is the preponderant criterion of teacher evaluations.

- All teachers must be evaluated annually.
- Tenure decisions are connected to evidence of teacher effectiveness.

### Policy Weaknesses

- Licensure advancement and renewal are not based on teacher effectiveness.

- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C

### Policy Strengths

- All new teachers receive mentoring.
- Teachers can receive performance pay as well as additional compensation for working in high-need schools or shortage subject areas.

- The pension system is well funded and does not require excessive contributions.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support additional compensation for relevant prior work experience.

- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

C

### Policy Strengths

- Ineffective classroom performance is grounds for dismissal, and teachers revert to probationary status after two consecutive years of ineffective evaluations.

- A last-hired, first fired layoff policy is prohibited.

### Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- Improvement plans are not provided to teachers who receive an unsatisfactory evaluation rating, and the state could do more to ensure that eligibility for dismissal is a consequence of unsatisfactory evaluations.

- Tenured teachers who are dismissed have multiple opportunities to appeal.

## Area 1 Delivering Well Prepared Teachers

**C+**

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.
- The state does not offer a K-12 special education certification.

- All new teachers must pass a pedagogy test.
- The state connects student achievement data to teacher preparation programs.

### Policy Weaknesses

- Although the elementary teaching standards are better than those of many states, the state's subject-matter test fails to report subscores in each area.
- Teacher preparation programs are required to address the science of reading, but candidates are not required to pass a test devoted entirely to reading instruction.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.

- Middle school teachers may not teach on a K-8 generalist license, but they are not required to pass a single-subject content test.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.

## Area 2 Expanding the Pool of Teachers

**C+**

### Policy Strengths

- There are no restrictions on alternate route usage or providers.
- The state offers a license with minimal requirements that would allow content experts to teach part time.

- Out-of-state teachers are only required to meet the state's testing requirement to be licensed.

### Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective, although there is flexibility for nontraditional candidates.

- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.

# How is Texas Faring?

## Area 3 Identifying Effective Teachers

D-

### Policy Strengths

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.

- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C

### Policy Strengths

- Teachers receive feedback from their evaluations, although the state could do more to ensure that all teachers' professional development activities are aligned with findings from their evaluations.

- Teachers can receive performance pay as well as additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.
- The pension plan is well funded and does not require excessive contributions.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Teacher compensation is determined by a minimum state salary schedule based on years of experience and advanced degrees.

- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

C-

### Policy Strengths

- Performance is the primary criterion for districts to consider when determining which teachers to lay off during reductions in force.

- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

### Policy Weaknesses

- Teachers can teach for up to three years before having to pass required subject-matter tests.
- The state could do more to make eligibility for dismissal a clear consequence of multiple unsatisfactory evaluations.

## Area 1 Delivering Well Prepared Teachers

**D**

### Policy Strengths

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a 1-8 generalist license.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- Not all new teachers must pass a pedagogy test.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**D+**

### Policy Strengths

- The state offers a license with minimal requirements that would allow content experts to teach part time.

### Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.

- Although there are no limits on the usage of alternate routes, there are restrictions on providers.

- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

# How is Utah Faring?

## Area 3 Identifying Effective Teachers

C-

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

- All teachers must be evaluated annually.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C+

### Policy Strengths

- All new teachers receive mentoring.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers can receive performance pay as well as

additional compensation for working in shortage subject areas.

- Teachers have the option of a defined contribution plan or a hybrid plan as their mandatory pension plan.
- The defined contribution plan is fully portable, flexible, and fair to all teachers, and pension wealth accumulates uniformly for each year a teacher works.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support additional compensation for relevant prior work experience or for working in high-need schools.

- The hybrid pension plan is similar to a defined benefit pension system and is not portable, flexible or fair, and pension wealth does not accumulate uniformly for each year a teacher works.
- The state commits excessive contributions to the pension system.

## Area 5 Exiting Ineffective Teachers

C+

### Policy Strengths

- Most teachers must pass all required subject-matter tests as a condition of initial licensure; unfortunately, this does not apply to teachers licensed through alternate routes.

- A last hired, first fired layoff policy is prohibited.

### Policy Weaknesses

- Eligibility for dismissal is not a consequence of multiple unsatisfactory evaluations.

- Ineffective classroom performance is not grounds for dismissal, and the state does not ensure that the appeal process for tenured teachers is expedient.

## Area 1 Delivering Well Prepared Teachers

D+

### Policy Strengths

- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.

- The state does not offer a K-12 special education certification.

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although teacher preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.

- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- A pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

F

### Policy Strengths

### Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Usage and providers of alternate routes are restricted.

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Vermont Faring?

## Area 3 Identifying Effective Teachers

F

### Policy Strengths

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- There is no policy addressing the number of times teachers must be evaluated.

- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D-

### Policy Strengths

- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.

- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is significantly underfunded.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

F

### Policy Strengths

### Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- There is no assurance that teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.

- Ineffective classroom performance is not grounds for dismissal, and the state could do more to ensure that the appeal process for teacher dismissal occurs within a reasonable time frame.
- Performance is not considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

C-

### Policy Strengths

- Teacher preparation programs are required to address the science of reading, and teacher candidates must pass a test to ensure knowledge.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.

### Policy Weaknesses

- Not all teacher candidates are required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach a broad range of elementary content.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

C

### Policy Strengths

- Admission requirements for alternate routes to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.
- Requirements for alternate route preparation are appropriately streamlined, although more could be done to meet the immediate needs of new teachers.
- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Virginia Faring?

## Area 3 Identifying Effective Teachers

F

### Policy Strengths

### Policy Weaknesses

- The state data system does not have the capacity to provide evidence of teacher effectiveness.
- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.

- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C

### Policy Strengths

- All new teachers receive mentoring.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers can receive additional compensation for working in high-need schools or shortage subject areas, and teachers in some districts can receive performance pay.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support additional compensation for relevant prior work experience.
- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.

- The pension system requires excessive resources.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D+

### Policy Strengths

- All teachers of core-subject areas must pass all required subject-matter tests as a condition of initial licensure.

### Policy Weaknesses

- There is no assurance that tenured teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.

- Ineffective classroom performance is not grounds for dismissal, and the state could do more to ensure that the appeal process for teacher dismissal occurs within a reasonable time frame.
- Performance is not considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

**D+**

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.

### Policy Weaknesses

- Although the framework for the elementary content test articulates subject-matter knowledge that is better than most other states and is divided into two distinct subtests, the tests do not report individual subscores for each subject area.
- Teacher preparation programs are required to address the science of reading, but candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a K-8 generalist license.
- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**C**

### Policy Strengths

- Admission requirements for the alternate route to certification include evidence of subject-matter knowledge and offer flexibility for nontraditional candidates.

- There are no restrictions on alternate route usage or providers.

### Policy Weaknesses

- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- The state offers a license with minimal requirements that would allow content experts to teach part time, but its intent is unclear.

- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

# How is Washington Faring?

## Area 3 Identifying Effective Teachers

C

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

- All teachers must be evaluated annually.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C

### Policy Strengths

- Teachers can receive additional compensation for relevant prior work experience and working in high-need schools or shortage subject areas.

- Teachers have the option of a defined benefit or a hybrid plan as their mandatory pension plan.
- The pension system is well funded.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Professional development is not aligned with findings from teachers' evaluations.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.

- The state does not support receive performance pay.
- Both the defined benefit and hybrid plans are not fully portable, flexible or fair to all teachers.
- The pension system requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D

### Policy Strengths

- Teachers who receive unsatisfactory evaluations are required to go on improvement plans and, if they do not improve, are eligible for dismissal.

- Performance is not considered in determining which teachers to lay off during reductions in force.

### Policy Weaknesses

- Teachers can teach for up to two years before having to pass required subject-matter tests.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

## Area 1 Delivering Well Prepared Teachers

C-

### Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.
- Middle school teachers may not teach on a K-8 generalist license, and they must appropriately pass a single-subject content test.

- The state does not offer a K-12 special education certification.
- All new teachers must pass a pedagogy test.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although teacher preparation programs are required to address the science of reading, candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.

- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

C-

### Policy Strengths

- Although more could be done to provide streamlined preparation for alternate route teachers, induction supports the immediate needs of new teachers.

### Policy Weaknesses

- Admission requirements for alternate routes to certification lack flexibility for nontraditional candidates and do not evaluate past academic performance.
- Usage of alternate routes is restricted, although there is a diversity of providers.

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements.

# How is West Virginia Faring?

## Area 3 Identifying Effective Teachers

D+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.
- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D+

### Policy Strengths

- All new teachers receive mentoring.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.
- The state does not support performance pay or additional compensation for relevant prior work experience, working in high-need schools or teaching in shortage subject areas.
- Teachers are only offered a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- The pension system is significantly underfunded and requires excessive contributions.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D+

### Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

### Policy Weaknesses

- Eligibility for dismissal is not a consequence of multiple unsatisfactory evaluations.
- Tenured teachers who are dismissed have multiple opportunities to appeal.
- Seniority, rather than a teacher's performance in the classroom, is considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

D

### Policy Strengths

- Most teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.

- The state does not offer a K-12 special education certification.

### Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Middle school teachers are allowed to teach on a 1-8 generalist license.

- Although most secondary teachers must pass a content test to teach a core subject area, some secondary science and social studies teachers are not required to pass content tests for each discipline they intend to teach.
- A pedagogy test is not required as a condition of licensure.
- There are no requirements to ensure that student teachers are placed with cooperating teachers who were selected based on evidence of effectiveness.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

F

### Policy Strengths

### Policy Weaknesses

- There are no admission requirements outlined for alternate route programs.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Usage of alternate routes is restricted, although there is a diversity of providers.

- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Although out-of-state teachers are appropriately required to meet the state's testing requirements, there are additional obstacles that do not support licensure reciprocity.

# How is Wisconsin Faring?

## Area 3 Identifying Effective Teachers

D

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Annual evaluations for all teachers are not required.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

C-

### Policy Strengths

- All new teachers receive mentoring.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.
- Teachers can receive additional compensation for working in high-need schools.

- The pension system is well funded and does not require excessive contributions.
- Teachers have a choice of methods for calculating retirement benefits, one of which is neutral, meaning that pension wealth accumulates uniformly for each year a teacher works.

### Policy Weaknesses

- Professional development is not aligned with findings from teachers' evaluations.
- The state does not support performance pay or additional compensation for relevant prior work experience or teaching in shortage subject areas.

- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.

## Area 5 Exiting Ineffective Teachers

F

### Policy Strengths

- Teachers who are dismissed have only one opportunity to appeal.

### Policy Weaknesses

- Teachers can teach for more than one year before having to pass required subject-matter tests.
- There is no assurance that tenured teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.

- Ineffective classroom performance is not grounds for dismissal.
- Performance is not considered in determining which teachers to lay off during reductions in force.

## Area 1 Delivering Well Prepared Teachers

**F**

### Policy Strengths

### Policy Weaknesses

- Teacher candidates are not required to pass a test of academic proficiency as a criterion for admission to teacher preparation programs.
- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Teacher preparation programs are not required to address the science of reading, and candidates are not required to pass a test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- Although middle school teachers may not teach on a K-8 generalist license, not all must pass a single-subject content test.
- Secondary teachers are not required to pass a content test.
- The state offers a K-12 special education certification.
- Not all new teachers must pass a pedagogy test.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.
- The teacher preparation program approval process does not hold programs accountable for the quality of the teachers they produce.

## Area 2 Expanding the Pool of Teachers

**D-**

### Policy Strengths

### Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective or flexible for nontraditional candidates.
- Alternate route preparation is not streamlined or geared toward the immediate needs of new teachers.
- Usage and providers of alternate routes are restricted.
- The state does not offer a license with minimal requirements that would allow content experts to teach part time.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

# How is Wyoming Faring?

## Area 3 Identifying Effective Teachers

D+

### Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

- All teachers must be evaluated annually.

### Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement and renewal are not based on teacher effectiveness.
- No school-level data are reported that can help support the equitable distribution of teacher talent.

## Area 4 Retaining Effective Teachers

D+

### Policy Strengths

- Teachers receive feedback from their evaluations, and professional development is aligned with findings from teachers' evaluations.
- Districts are given full authority for how teachers are paid, although they are not discouraged from basing salary schedules solely on years of experience and advanced degrees.

- Teachers can receive additional compensation for working in high-need schools.
- The pension system is well funded and does not require excessive contributions.

### Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- The state does not support performance pay or additional compensation for relevant prior work experience or teaching in shortage subject areas.

- Teachers are only offered a defined benefit pension plan as their mandatory pension plan, and pension policies are not portable, flexible or fair to all teachers.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

## Area 5 Exiting Ineffective Teachers

D+

### Policy Strengths

- Ineffective classroom performance is grounds for dismissal.

- Tenured teachers who are dismissed have multiple opportunities to appeal.

### Policy Weaknesses

- The state could do more to ensure teachers' subject-matter knowledge before granting initial licensure.
- There is no assurance that tenured teachers who receive unsatisfactory evaluations will be placed on structured improvement plans or that they will be eligible for dismissal if they fail to improve.



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